

Working conditions and job satisfaction among private secondary school teachers in Arusha

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Abstract

This study examines the relationship between working conditions and job satisfaction among teachers in private secondary schools. It investigates the effects of physical working conditions, leadership and supervision, as well as compensation and welfare, on teachers' satisfaction and retention. A qualitative case study design was employed, using semi-structured interviews, observations, and document analysis. Participants included fifteen individuals comprising the District Education Officer, headmasters, and teachers from ten private secondary schools selected through convenience and purposive sampling. Findings reveal that inadequate facilities, outdated instructional resources, limited administrative support, and low compensation contribute to diminished job satisfaction and increased turnover. Supportive leadership, effective supervision, and clear communication were found to foster positive work environments. The study underscores the need for policy reforms to address disparities in salaries, enhance resource allocation, and improve school infrastructure. By addressing these gaps, education stakeholders can strengthen teacher motivation, retention, and overall educational quality.

Keywords: Administrative support; job satisfaction; leadership; private secondary schools; working conditions.

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1. INTRODUCTION

Globally, the working conditions of teachers play a crucial role in determining their job satisfaction (Lopes & Oliveira, 2020; Williams et al., 2024). Research accentuates a healthy correlation between favorable working conditions, such as classroom environment, available resources, and administrative support, and teachers' overall job satisfaction (Toropova et al., 2021).

In several developed nations, policymakers have recognized the importance of these factors and have enacted measures to improve teachers' working conditions, acknowledging their impact on educational outcomes (OECD, 2019). A comprehensive approach that prioritizes teacher welfare through structured support systems, competitive salaries, and a strong emphasis on professional development is very relevant (Xiang et al., 2024). This holistic framework not only enhances teacher job satisfaction but is also associated with the country's remarkable educational achievements (Alhammadi & Noor, 2024). Finnish teachers operate within a collaborative environment, actively participating in decision-making processes, which fosters a sense of ownership and commitment to their profession (Laivuori et al., 2024).

Similarly, in Canada, teacher satisfaction and retention are influenced by a blend of professional and personal factors. Studies indicate that supportive school environments, intrinsic motivation, and adequate compensation are critical in enhancing teacher satisfaction and reducing attrition rates (Gunn & McRae, 2021). Key elements such as administrative support, professional autonomy, and systemic resources significantly shape the perceived sense of support among teachers in British Columbia. These factors contribute to teachers' job satisfaction and their intention to remain in the profession, leading to positive outcomes such as improved student performance and reduced turnover rates (Gadermann et al., 2023).

In the United States, various districts have initiated programs aimed at providing mental health support and professional development opportunities for teachers (Corbett et al., 2021). These initiatives, including mentorship programs in urban areas, have proven effective in helping new teachers navigate the challenges of their roles, thereby increasing job satisfaction and contributing to a more stable workforce. This evidence suggests that investments in improving working conditions for teachers in developed countries not only enhance job satisfaction but also positively impact educational outcomes, cultivating a more effective and dedicated teaching workforce. In contrast, the situation in developing nations, such as Tanzania, remains challenging, with many teachers contending with inadequate facilities, insufficient resources, and limited administrative support.

In Africa, socioeconomic circumstances have a major role in shaping the issues faced by teachers, especially in private secondary schools (Adedeji & Olaniyan, 2011). These difficulties include high student-teacher ratios, a lack of funding for educational institutions, and differing levels of government assistance. According to studies conducted in several African countries, low pay, inadequate infrastructure, unfavorable working circumstances, and few opportunities for professional growth all contribute to teachers' low morale and discontent with their jobs (Shavuka, 2020). A few countries were cited as examples by the researcher, including Nigeria, Kenya, and South Africa. The following were observed on the influence of working conditions on the job satisfaction of Private Secondary School Teachers;

In Nigeria, private secondary schools face significant challenges, mainly due to insufficient facilities and resources, which are compounded by high student-to-teacher ratios and inconsistent salary payments. This causes more stress and less job satisfaction, leading to high turnover rates among teachers (Oke et al., 2017; Polychroni et al., 2024). Also, teachers at private secondary schools deal with similar difficulties. Even though the Kenyan educational system has expanded intensely in recent years, many private schools still face financial difficulties. Teachers frequently operate in settings devoid of necessities like access to instructional resources and dependable electricity, and feel underappreciated because of their low pay and few prospects for professional promotion. (Stromquist, 2018).

In addition to that, the private education market in South Africa is a complex one because it is located in underprivileged locations where teachers confront many obstacles, even if some of them provide competitive wages and superior resources. According to research, the lack of resources and support in these less affluent

private schools frequently results in high-stress levels among teachers (Bernstein & Batchelor, 2022). Teachers' job satisfaction varies depending on the differences in working conditions between private schools with and without funding. Similar to other African nations, teachers in Tanzania's private secondary schools encounter high student-teacher ratios, inadequate funding, and poor infrastructure, which contribute to low job satisfaction and high turnover rates.

The lack of essential resources and support not only exacerbates stress among teachers but also limits their professional growth opportunities. By examining these issues, the research aims to illuminate how these unfavorable working conditions directly affect teachers' morale and commitment, ultimately impacting educational quality in the Arusha region. Additionally, in Tanzania, private secondary schools have emerged as pivotal institutions within the Tanzanian educational landscape, offering alternative pathways for students and significantly contributing to the nation's educational objectives. However, the working conditions faced by teachers in these private schools deeply impact their job satisfaction, which in turn affects their performance and the overall quality of education delivered (Torlak & Kuzey, 2019). This affects the role of teachers in shaping the future of societies, particularly in developing nations where education serves as a cornerstone for sustainable development (Ferguson et al., 2021).

Since the enactment of the Education and Training Policy in 1995, which facilitated the expansion of private secondary schools, significant reforms have been introduced to enhance educational access and standards (Baum & Cilliers, 2018). Despite this rapid growth, improvements in working conditions for teachers have not kept pace. Many teachers in private schools report feelings of neglect due to inadequate resources and insufficient support from school management (Usta & Ural, 2023). This lack of support has resulted in low morale and high turnover rates among teachers, adversely affecting job satisfaction (Kyangwe & Alloph, 2023; Liu & Huang, 2025). The challenges posed by poor working conditions and inadequate administrative support are particularly pronounced in developing countries like Tanzania, significantly hindering teacher satisfaction and effectiveness (Nyamubi, 2017). This situation starkly contrasts with the supportive environments often found in developed nations, further exacerbating disparities in educational quality and outcomes. In light of these issues, this research seeks to explore the relationship between teacher working conditions and job satisfaction in Tanzania's private secondary schools. Specifically, it will examine how inadequate administrative support and suboptimal working environments influence teacher morale and turnover rates, ultimately assessing the implications for educational quality and student outcomes.

A special lens through which to view these undercurrents is offered by concentrating on the Arusha District Council, which is located in Arusha Region, Northern Tanzania. Particularly after the Fee-Free Basic Education Policy, which raised demand for secondary education without matching public investment, the emergence of inexpensive private schools has been connected to the shortcomings of public education (Sabarwal et al., 2022). The workload, the surrounding environment, and interpersonal interactions are the main elements that affect teachers and cause burnout in schools (Xu et al., 2025). Understanding these elements is essential to solving the difficulties teachers encounter and enhancing their well-being (Matemba, 2024).

This study aims to determine which aspects of working conditions have the biggest effects on job satisfaction among private secondary school teachers in the Arusha District Council. Gaining a better understanding of how working conditions impact the professional lives of teachers in private secondary schools can result in significant improvements to educational environments. Public secondary schools have been the primary focus of the majority of earlier research, which may not fully represent the particular challenges experienced by teachers working in private schools. For instance, studies by Msangi (2024) and Kapelela et al., (2025) found that different student demographics, administrative support systems, and financing sources frequently distinguish public schools, giving teachers a range of experiences.

This study focuses on private Secondary Schools to close this gap in the literature. A better understanding of how working conditions affect the career of secondary school teachers in private schools can greatly enhance the educational environment. The study directly influences educational quality and learners' results. Accepting these undercurrents can inform policy improvements and increase teachers' retention. Eventually,

this research addresses a vigorous component of the educational system, promoting a more conducive and effective learning environment.

Furthermore, this study highlights how teachers in developed countries highly value their profession due to favorable working environments, which in turn boosts their morale and job satisfaction, leading to better student performance. For example, in Finland, teachers report high satisfaction with their working conditions, supported by effective leadership and a manageable workload (Eryilmaz et al., 2025). In contrast, developing countries like Tanzania face challenging working conditions in the education sector. Therefore, these countries must adapt successful practices from developed nations to address the persistent issues within their educational systems.

The working conditions confronted by private secondary school teachers in Arusha are progressively becoming a dangerous issue that, if left unsolved, could lead to substantial consequences for both teachers' job performance and learners' academic performance. Research shows that poor working conditions can result in high levels of stress and job dissatisfaction among teachers, which may lead to a rise in truancy, high turnover rates, and eventually, a weakening in the quality of education provided (Mbilinyi, 2025).

Previous studies have emphasized the role of administrative support and resources in teachers' satisfaction (Kigal et al., 2023), yet there is a lack of research that scrutinizes how these issues are particularly marked in Arusha. Although some scholars explored the relationship between teacher satisfaction of teachers and student results, this relationship is still not well investigated in private secondary schools (Baker, 2022). So, more researches are needed to explore unknown issues

To address these underlying challenges, improving the working environment for teachers is essential to reduce turnover rates and enhance their living standards. Despite the significance of this topic, there remains limited understanding of the specific factors affecting job satisfaction among private secondary school teachers in Arusha.

1.1. Purpose of study

This study aimed to examine the relationship between working conditions and job satisfaction among teachers in private secondary schools. The research questions are as follows:

- i. What is the influence of physical working conditions on job satisfaction for private secondary school teachers in Arusha District Council?
- ii. What is the influence of leadership and supervision on job satisfaction among private secondary school teachers in the Arusha District Council?
- iii. What is the relationship between compensation and benefits, working conditions, and job satisfaction among private secondary school teachers in the Arusha District Council?

2. METHODS AND MATERIALS

2.1 Research design

The study used a case study design as part of a qualitative research methodology. The qualitative technique was appropriate given the researcher's interest in the extensiveness of human experience, including all the subjective and individualized coincidences that define unique experiences and interpretations of the event being studied (Hennink et al., 2020).

Furthermore, as the qualitative technique examines attitudes, feelings, perceptions, and perspectives, it was suited for this study, which sought to shed light on the influence of working conditions on the job satisfaction of Private Secondary School Teachers.

2.2. Participants

Ten private secondary schools were opportunistically selected as research sites, and fifteen participants were selected for the study. The total number of private secondary schools is 23, with 301 teachers, and the sample size included 15 participants. The sample size was obtained by identifying the private secondary

schools for data collection using a convenient sampling technique. In addition, purposive sampling was used to select the District Education Officer (DEO) as a participant.

Meanwhile, this paper explored the working conditions and job satisfaction among Private Secondary School Teachers in Arusha District Council. The Heads of Schools were purposely sampled, as it was assumed that they had rich information and were willing to provide the necessary information required by the researcher. The choice of the Arusha District Council for this study is primarily driven by its unique educational landscape and demographic diversity.

Arusha is home to a mix of urban and rural areas, which presents a varied context for private secondary schools. This diversity allows for a comprehensive examination of the working conditions and job satisfaction of teachers in different settings. Additionally, Arusha's significance as a tourist hub and its socio-economic challenges provide a rich backdrop for understanding the factors influencing teacher experiences. By focusing on this region, the study aims to uncover insights that may apply to similar contexts while contributing to the broader discourse on educational quality and teacher welfare in Tanzania.

Table 1

Number of Participants in the Study

Participant	Total
District education officer	1
Head of school	4
Teachers	10
Total	15

The sampling technique considers the saturation principle by collecting more data and conducting more interviews, which produces little to no new insights. This is more prevalent in qualitative research, where the goal is to thoroughly examine complicated phenomena rather than generalize results to a population (Girardi et al., 2024). To reach saturation, there is no set sample size. The sophistication of the subject, participant diversity (Table 1), and research methodology all affect it.

The saturation principle reveals the following main conditions: ideas or themes are repeated, there are no fresh insights from other participants, and replies from different sources are consistent. Saturation, according to the study, helps the researcher prevent needless data collecting, conserves resources, and guarantees that the analysis is pertinent and targeted.

2.3 Data collection instruments

Data was collected from ten private secondary schools using individual face-to-face interviews, observations, and document analysis; hence, three data collection instruments were used. Semi-structured interviews were probes, and follow-up questions were also used where the questions and answers were unclear. The data collection tool was reliable since the questions asked of the participants were relevant to the aim of the study, of the influence of working conditions on the job satisfaction of private secondary school teachers.

Three major themes were investigated during the interviews: firstly, how physical working conditions ensure job satisfaction among private secondary school teachers in Arusha District Council, secondly, how leadership and supervision inspire job satisfaction among private secondary school teachers in the Arusha District Council and lastly, the relationship between compensation and benefits among private secondary school teachers in the Arusha District Council. When the responses were unclear, more questions were asked.

2.3.1. Interviews

The study used in-person interviews to get detailed information regarding the working conditions of private secondary school teachers and job satisfaction. The researcher scheduled the appointment with the participants to organize a schedule for conducting interviews. An interview was scheduled, and each session would last between forty and forty-five minutes. Interviews were also recorded using an audio recorder, and all the data were transcribed subsequently.

2.3.2. Observations

Following the acquisition of the necessary permissions from the relevant authorities, an assessment of the physical infrastructure at the research sites was carried out. This encompassed observations made during teaching and learning activities, as well as while teachers were engaged in preparatory work in their offices. These observations were meticulously documented in writing.

2.3.3. Document analysis

To complement the interview data, documents were analyzed. These included teachers' employment reports of the five previous years from the private secondary schools, which were used as the sample.

2.4 Data analysis technique

Data was presented, interpreted, and analyzed using the Interpretative Phenomenological Analysis (IPA), a valuable method for gaining deep insights into personal experiences and providing a rich understanding of how individuals navigate their worlds (Alase, 2017). IPA emphasizes a detailed examination of individual cases rather than generalizing findings across larger populations, allowing researchers to capture the essence of each participant's unique context (Smith et al., 2021).

For instance, during the analysis, emergent themes such as "emotional resilience" and "sense of community" surfaced, highlighting how teachers cope with challenges and find support among colleagues. By focusing on the subjective interpretation of experiences, researchers uncovered nuanced meanings that might be overlooked in more quantitative approaches.

An idiographic focus in IPA allowed for in-depth exploration of individual narratives, such as a teacher's journey through professional development, illustrating how their experiences shaped their job satisfaction and teaching practices. This approach not only enriched the data but also emphasized the complexity of individual experiences, providing a comprehensive understanding of the factors influencing teachers' well-being in private secondary schools.

2.5 Ethical considerations

Ethical concerns are crucial to handling any problems arising throughout the study process. These factors cover a wide range of topics, such as informed consent, data privacy, and how study subjects, whether human or animal, are treated (Hasan et al., 2021). Resolving these moral dilemmas is essential to preserving the honesty and credibility of research procedures. Authorization was sought from the Arusha District Council-Secondary Department. Moreover, the study stuck to the ethical consideration of protecting the participants from physical and mental harm.

The researcher ensured there was written voluntary consent to record interviews from the participants to whom the purpose and relevant details of the study were adequately explained. The consent form was signed before the commencement of interviews, and the aspect of confidentiality was addressed. This included the use of codes and passwords to secure electronic storage of information. Codes identified participants: District Educational Officer (DEO), Head of School (HS), and Teachers (T).

3. RESULTS

Coding was utilized to protect the identities of the participants, as shown in Table 2 below:

Table 2

Participants coding in the Study

Participant	Code
District education officer	DEO
Head of school	HS
Teacher	T

This paper presents findings developed from the responses of the participants. Findings are categorized into themes: Physical working conditions, leadership and supervision, and the relationship between compensation, benefits, and working conditions.

3.1 Physical working conditions

The physical working conditions in private secondary schools in Arusha District were mentioned several times by the participants as the challenges that face private secondary school teachers, influencing their working conditions on job satisfaction, with minimal cases often lacking, and many facilities falling short of creating an effective learning environment.

Participants pointed out that classrooms, while intended to be well-maintained, frequently suffer from outdated technology and unreliable internet access, which significantly hinders the teaching experience. Inadequate lighting, poor ventilation, and uncomfortable furniture were also highlighted as major issues that detract from both student engagement and teacher productivity.

Furthermore, one of the participants indicated that private schools boast specialized facilities like science labs and libraries, and many of these resources are poorly maintained, limiting their effectiveness in supporting diverse learning activities. In addition, technology is a significant concern, with some teachers reporting frequent malfunctions and outdated equipment that disrupt lessons. Below are some responses that were recorded from the participants regarding the aspect of physical working conditions;

DEO: *"I am neutral regarding the private Secondary school's maintenance of physical infrastructure. While the restrooms and hallways are generally clean and functional, there are occasional issues that arise, such as minor repairs needed or cleanliness that could be improved. Overall, the maintenance is satisfactory but not exceptional, leaving room for enhancement".*

HS: *The private secondary school's classroom facilities are somewhat adequate, offering decent lighting and sufficient space for activities, though there are areas for improvement. The furniture is functional but could benefit from updates to enhance comfort and ergonomics. While the environment supports learning, optimizing these aspects could further enhance the educational experience.*

T: *"I believe that the school environment greatly affects my teaching performance. Factors such as noise levels and overall cleanliness can significantly impact both my focus and the students' ability to engage effectively in lessons. A positive and well-maintained environment fosters better learning conditions, while distractions can hinder the educational process and diminish the overall classroom experience."*

T: *"I am somewhat comfortable with the available technology and resources in my teaching environment. While the computers and projectors are functional and serve their basic purposes, there are occasional technical issues that can disrupt lessons. Additionally, access to updated software and tools could enhance the teaching experience further. Overall, while the technology supports my teaching, improvements would increase my comfort level significantly."*

T: *"I am not comfortable at all with the available technology and resources in my teaching environment. The computers often malfunction, and the projectors are outdated, leading to frequent disruptions during lessons. This lack of reliable technology makes it challenging to deliver engaging content and hampers the overall teaching experience. Upgrading these resources is essential to foster a more effective learning environment".*

T: *"I frequently experience issues related to physical working conditions that impact my job satisfaction. Problems such as inadequate temperature control and overcrowding in classrooms create uncomfortable environments for both me and my students. These conditions not only hinder effective teaching but also contribute to a sense of frustration, making it challenging to maintain a positive and productive atmosphere in the classroom".*

3.2 Leadership and supervision

Most of the participants agreed that, generally, effective leadership and supervision in private secondary schools in the Arusha District Council significantly impact teachers' working conditions and job satisfaction. School leaders who emphasize transparent communication, provide feedback, and encourage collaboration foster a supportive environment that boosts teacher morale. Access to resources, professional development, and recognition further enhance this positive atmosphere. Below are the responses that were gathered on the issue of Leadership and Supervision:

HS: *"I would rate the effectiveness of our school leadership in supporting teachers as 'somewhat effective.' Although initiatives are in place to promote professional development and open communication, there are still areas for improvement. For instance, regular feedback mechanisms could be enhanced to ensure that teachers feel heard and valued."*

Additionally, while resources are provided, more targeted support for individual teaching challenges could further empower teachers. Overall, there's a solid foundation, but a more proactive approach could significantly enhance teacher support."

T: *"I am very satisfied with the feedback I received from my supervisors regarding my teaching performance. Their constructive comments and encouragement motivated me to enhance my skills. I value their insights, which help me grow as an educator. Overall, their support significantly contributed to my development in teaching"*.

T: *"I feel that my opinions and suggestions are somewhat valued by the school leadership. While there are opportunities to share my thoughts, the follow-through on feedback can be inconsistent. It would be encouraging to see more active engagement and implementation of ideas"*.

T: *"I receive guidance and support from my supervisors in my professional development occasionally. While there are some opportunities for feedback, they are not frequent enough to make a significant impact on my growth. More consistent support would be beneficial."*

T: *"The leadership style of my school administrators positively impacts my job satisfaction by fostering a collaborative environment and open communication. However, there are times when a lack of clear direction can lead to frustration and uncertainty. Overall, supportive leadership enhances my motivation, but inconsistent practices can detract from my experience. Balancing these elements is crucial for sustained satisfaction."*

Respondents rated school leadership as somewhat effective in supporting teachers, emphasizing the need for improved feedback mechanisms and targeted support. While some expressed satisfaction with constructive feedback from supervisors, others noted occasional guidance in professional development. There is a general feeling that opinions are somewhat valued, but follow-through on suggestions is inconsistent. Overall, supportive leadership fosters collaboration and motivation, though clarity and consistency are essential for enhancing job satisfaction.

3.3 Relationship between compensation, benefits, and working conditions

The relationship between compensation, benefits, and working conditions is a crucial aspect of employee satisfaction and retention in any organization. Compensation refers to the monetary remuneration employees receive for their work, while benefits encompass additional perks such as health insurance, retirement plans, and paid time off.

Working conditions involve the environment and circumstances under which employees perform their tasks, including safety, flexibility, and support. Together, these elements significantly impact employee morale, productivity, and overall well-being, underscoring the need for organizations to adopt a balanced approach that values and supports their workforce (Prasad & Pasupathi, 2025). The following responses demonstrate the relationship between compensation, benefits, and working conditions in private secondary school teachers in Arusha District Council:

T: *"I am somewhat dissatisfied with my current salary compared to the cost of living in Arusha. While I appreciate my role and the work I do, the salary does not adequately meet the rising expenses associated with housing, food, and transportation. This disparity creates financial strain and affects my overall job satisfaction. I believe a review of salary scales with the local cost of living would be beneficial for both employees and the school".*

T: *"I believe that the availability of benefits such as health insurance and retirement plans is crucial for job satisfaction, especially in sectors like private secondary schools, where these benefits may not be as prevalent. The absence of comprehensive health coverage can lead to significant stress for employees, as they may worry about unexpected medical expenses.*

This lack of support can diminish their overall job satisfaction and affect their performance. Conversely, when schools offer robust benefits, it demonstrates a commitment to the well-being of their staff, fostering a sense of value and loyalty that ultimately enhances the work environment and encourages long-term dedication".

T: *"I would rate the overall working conditions as";*

'Somewhat supportive' of teaching effectiveness. While there are certainly aspects that facilitate a positive classroom environment, such as collaborative colleagues and a generally respectful student body, there are also significant gaps in resources and infrastructure. For instance, access to updated teaching materials and technology can be inconsistent, which sometimes hampers the ability to deliver lessons effectively.

Additionally, the physical classroom environment could benefit from improvements to enhance focus and engagement. Overall, while the conditions provide a foundation for teaching, there is room for growth to fully support teachers in maximizing their impact".

T: *"I would say that I sometimes feel that my compensation reflects my level of effort and dedication to my job. There are moments when the recognition of hard work aligns with the financial rewards, particularly during performance reviews or when taking on additional responsibilities.*

However, there are also times when it feels like the effort put into enhancing student outcomes and contributing to the school community isn't adequately acknowledged in the compensation structure. This inconsistency can be disheartening, as it may lead to a diminished sense of motivation and commitment over time, highlighting the need for a more equitable approach to compensation that truly reflects dedication and effort".

T: *"I believe that improving working conditions would greatly enhance job satisfaction, particularly when coupled with a competitive salary package and individual benefits from the organization. A more supportive environment, with access to necessary resources and professional development opportunities, would empower teachers to excel in their roles.*

Additionally, a good salary package not only acknowledges the hard work and dedication of teachers but also helps attract and retain talented staff. Together, these improvements create a culture of appreciation and support, fostering a sense of belonging and motivation that ultimately leads to higher job satisfaction and better outcomes for students".

The current salary levels for private secondary school teachers in the Arusha District Council are causing dissatisfaction among teachers, as they do not align with the rising cost of living, creating financial strain. The lack of comprehensive benefits, such as health insurance and retirement plans, further diminishes job satisfaction and performance.

While working conditions are somewhat supportive, gaps in resources and infrastructure hinder teaching effectiveness. Compensation often fails to reflect the effort and dedication of staff, leading to feelings of undervaluation. Overall, improving working conditions, along with competitive salaries and robust benefits, would significantly enhance job satisfaction and foster a more motivated and dedicated workforce.

4. DISCUSSION

The findings from the analysis of physical working conditions, leadership and supervision, and the relationship between compensation, benefits, and working conditions in private secondary schools in Arusha District Council reveal critical insights into the factors influencing teacher job satisfaction. Teachers expressed concerns about inadequate physical environments, which directly impact their effectiveness and overall morale.

Classrooms equipped with outdated technology and insufficient facilities hinder not only the teaching experience but also student engagement, as supported by Acharya & Dhungana (2024). These outcomes supported existing works that stress the significance of a conducive working area in encouraging real learning and the teaching processes.

It is inevitable to overstate the importance of the working environment to teachers. They complained about many issues that make it harder for them to concentrate and be productive. When teachers feel uncomfortable or distracted by their surroundings, their ability to engage students diminishes, potentially leading to lower educational outcomes (Pervaiz et al., 2024). This highlights the urgent need for schools to invest in infrastructure improvements and ensure that facilities are well-maintained.

Leadership and supervision emerged as another pivotal factor influencing teacher satisfaction. Participants noted that effective leadership, characterized by transparent communication and constructive feedback, fosters a supportive environment. This finding is consistent with the literature that demonstrates how strong leadership can enhance teacher morale and retention.

When school leaders actively engage with teachers and provide meaningful support, it creates a culture of collaboration and empowerment (Culduz, 2024). However, the analysis also revealed areas for improvement, particularly in the consistency of feedback and targeted support for individual challenges. Such gaps suggest that while a foundation exists for supportive leadership, further development is necessary to enhance teacher experiences.

The relationship between compensation, benefits, and working conditions was also a focal point of the analysis. Teachers expressed dissatisfaction with their salaries, particularly with the rising cost of living in Arusha. This disconnect between compensation and living expenses can lead to financial strain, impacting overall job satisfaction and motivation as observed by Hennings (2024).

Furthermore, the lack of comprehensive benefits such as health insurance and retirement plans exacerbates feelings of undervaluation among teachers (Ephrahem et al., 2023). In addition, this study shows that competitive compensation and robust benefits are crucial for attracting and retaining talented staff (Melliofatria et al. 2022). Therefore, addressing these issues is vital for fostering a committed and motivated workforce.

This holistic approach reflects broader trends in organizational behavior, where employee satisfaction is often linked to a combination of environmental, relational, and financial factors. Schools that prioritize these elements are likely to see improved morale, reduced turnover, and ultimately, better student outcomes.

Moreover, the responses indicate a need for schools to actively engage teachers in discussions about their working conditions and professional development. By valuing teachers' opinions and consistently implementing their feedback, school leaders can cultivate a sense of ownership and belonging among staff. This involvement method can lead to a more motivated workforce, eventually promoting the intact of the given workplace.

In conclusion, the analysis reveals significant challenges facing private secondary school teachers in Arusha District, particularly concerning physical working conditions, leadership effectiveness, and compensation. Addressing these areas is essential for enhancing teacher job satisfaction and retention. Future research could explore specific strategies that schools can implement to improve these conditions, as well as the long-term impacts of such changes on both teacher well-being and student achievement. By creating a more supportive environment, schools can foster a culture of excellence that benefits teachers and students alike.

5. CONCLUSION

This study aimed to examine the working conditions and job satisfaction among private secondary school teachers in Arusha. The findings indicate that these teachers encounter numerous challenges that significantly impede their overall job satisfaction. For meaningful progress to occur, it is essential to address and eliminate the barriers to effective policy implementation.

The researcher found that the Arusha District Council, Tanzania's private secondary school teachers' working conditions have a big influence on their job satisfaction. This is in line with a global trend where teachers' well-being is hampered by a lack of facilities, resources, and administrative assistance. Developed countries, on the other hand, have supportive settings that improve teacher retention and satisfaction. In Tanzania, resolving these discrepancies is essential to raising teacher satisfaction and enhancing academic results.

Understanding the attitudes of private secondary school teachers towards their working conditions is crucial for developing effective policies aimed at enhancing job satisfaction and, consequently, educational quality. Policymakers must consider the unique challenges faced by teachers in different regions and contexts across Africa. By addressing issues such as remuneration disparities, professional development, and resource allocation, governments and educational stakeholders can create a more supportive environment for teachers, ultimately leading to improved student academic outcomes.

Moreover, this research is distinctively based on the Arusha District Council, underlying specific cultural and economic factors that influence private teachers' attitudes that are often overlooked in broader analyses. The study penetrates beyond simple information by assimilating qualitative visions from teachers themselves. Through a localized tactic, it not only informs targeted mediations but also collects a guide for coming studies in varied educational environments across Africa.

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