Moderating the Role of Perceived Organisational Support on Work Environment to Teachers' Job Satisfaction in Developing Countries: The Case of Tanzanian Public Secondary Schools

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Abstract

This paper explores the influence of perceived organizational support as a moderating factor on teachers' job satisfaction within selected public secondary schools in Tanzania. The study utilized a self-administered questionnaire to gather data from 399 teachers, serving as both the units of inquiry and analysis. PLS-SEM, complemented by Smart PLS3, was employed for data analysis. The Organization Support Theory and the Two Factor Theory by Herzberg served as the study's guiding principles. The results showed that recognition procedures, professional development opportunities, and workspace amenities all had a direct and positive influence on teachers' job satisfaction. Furthermore, the findings showed a positive moderation effect of perceived organizational support on workplace facilities, professional development opportunities, and job satisfaction. This implies that the work environment, when moderated by perceived organizational support, influences teachers' satisfaction with their job. Therefore, school managers, government, and other stakeholders should consider moderating the role of perceived organizational support to the work environment as an impetus factor to increase teachers' job satisfaction.

Keywords: Perceived organizational support, job satisfaction, work environment, Tanzanian public secondary schools

Introduction

Owing to the ever-changing global demands and competition, organizations are constantly searching for practices that may enable them to achieve their goals easily. Job satisfaction is one of the critical factors for attracting, motivating, and retaining competent employees, who are able and ready to work effectively and efficiently to achieve organizational goals (Taheri et al., 2020). Thus, for more than three decades now many scholars around the world have made employees' job satisfaction a central point of discussion (Admiraal & Røberg, 2023; Adu-Baffoe & Bonney, 2021). The field of education, background can be traced to the period following industrialization when many scholars gained momentum researching how to satisfy employees. Thus, researchers' current focus is on measuring teachers' job satisfaction levels (Bhat, 2018).

Teachers' job satisfaction, particularly at the secondary school level, is crucial because secondary schools serve as act as a link between elementary schools and higher education institutions. Hence, they serve as a foundation for preparing quality manpower (Admiraal et al.,

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2023; Sims, 2020). Additionally, secondary education gives students the chance to develop the knowledge, abilities, and attitudes that are essential for both their personal growth and the advancement of the country as a whole (Nwakpa, 2017). Since the quality of any nation's economy depends on the quality of its manpower, teachers are crucial to the growth of a country (Nath et al., 2012). It is also crucial to give teachers a positive work atmosphere so they can feel content with their position. Good teachers are attracted and retained, and they are more likely to perform overall quite well when their governments provide a secure, enjoyable, and encouraging home.

Work environment refers to the place where one works. It includes various settings, namely the physical, social, cultural, political, economic, and psychological as well as the professional atmosphere in which a person interacts with other individuals (Agbozo et al., 2017). It encompasses processes, systems, structures, policies, rules, resources, tools, work relationships, work location, and all other things that influence the ways employees perform their functions, thereby impacting productivity (Taheri et al., 2020). A favorable work environment is an important element in the process of accomplishing the vision and mission of an organization. It also, enhances efficiency, cost-effectiveness, commitment, and level of innovation. A favorable work environment minimizes the rate of errors and absenteeism, ultimately determining how long employees stay on the job (Utami et al., 2021).

Although a suitable work environment improves efficiency and the quality of outcomes, many organizations lack it because they lack adequate safety, equipment, infrastructure, health, and comfort aspects such as proper lighting, ventilation, and suitable noise levels. Moreover, a suitable work environment contributes to good performance, employees' participation in decision-making, good relationships with co-workers, good relationships with supervisors, and training and development opportunity programs (Raziq & Maulabakhsh, 2015). Yusof (2021) assert that a good secondary education system requires both a conducive work environment and job satisfaction. They reduce teachers' intention to quit and increase their dedication and efficiency (Hartinah et al., 2020). On the other hand, Budie et al. (2019) contended that unfavorable outcomes, which may incur significant costs for organizations, are associated with job discontent and an inappropriate work environment. On the other hand, negative effects can be reduced or even avoided by the moderating role of perceived organizational support (POS). Organizational Support Theory (OSP) states that when workers feel appreciated and cared for by an organization for the services they provide, they will return the favor by working hard to accomplish organizational goals (Taiwo, 2010).

The work environments and job satisfaction of teachers in developed nations have resulted in a high number of teacher dropouts (Toropova et al., 2021). For instance, the lack of teachers in Sweden is greatly impacted by the low status of educators as well as the persistently negative portrayal of educators in the media. This issue has caused a continuing national debate in Sweden about how to satisfy teachers (Lindqvist, 2022). Craig (2017) revealed that the Swedish Parliament introduced the certification of teachers to raise the number of skilled teachers in 2011, yet, the country is still facing a teacher shortage. Apart from Sweden, schools in England are also experiencing a shortage of teachers (Jerrim et al., 2021). The USA is facing a high shortage of teachers amounting to close to 90% of annual teachers' demand owing to a high rate of teacher attrition (Sutcher, Darling-Hammond, & Carver-Thomas, 2019). Moreover, a

longitudinal study carried out in the USA revealed that 45% of teachers leave the profession within five years of entry (Owan et al., 2022; Ingersoll et al., 2018). Furthermore, in the Netherlands, 12% of teachers quit their teaching profession every year which causes a shortage of teachers (Van den Borre, Spruyt, & Van Droogenbroeck, 2021).

In developing countries, a study by White and Saran (2022) revealed that teacher absenteeism rates range from 15% to 45% in 19 countries in Eastern and Southern Africa. According to Boateng (2019), Ghana has high attrition rates of teachers owing to the low status of the teaching career, low incomes, poor working conditions, and a lack of motivation (Acheampong & Gyasi, 2019). According to Kabito and Wami (2020), 72.2% of Nigerian teachers quit their professions within the first five years after starting their careers. Tanzania is not an exception due to a high rate of absenteeism, a lack of dedication to work, and a high number of teachers leaving the field to work in other fields (Boniface, 2016). Moreover, in the majority of public secondary schools, teachers are facing multiple socio-cultural and economic problems (Sjøen, 2023; Tao & Gao, 2018). In addition, owing to the scarcity of houses, some teachers do not live on the school premises. Thus, they are harassed by landlords for their not being able to pay their rent on time and their inability to pay for medication for their close relatives who are not in the government package scheme when they fall sick (Lawrent, 2020). Additionally, they believe that they are in a precarious and humiliating situation, mocked by their co-workers in the civil service, mistreated by both parents and students, and ignored by the government. It is true that are on the lowest level of the civil servants ladder; hence, they cannot deliver at their highest level of proficiency (Matete, 2021; Bunnell & Poole, 2021). Therefore, this study seeks to untie this paradox using POS to moderate the relationship between work environment attributes and teachers' job satisfaction in the Tanzanian context.

Although many scholars have emphasized teachers' job satisfaction and performance (Admiraal & Røberg, 2023; Adu-Baffoe & Bonney, 2021), few studies emphasize the importance of moderating the role of perceived organizational support (POS) in to work environment. For instance, Septriyan (2022) has demonstrated the significance of perceived organizational support for overall work satisfaction. Other scholars have looked at perceived organizational support in terms of role conflict, occupational stress, and workload (Junça & Lopes, 2023). AL-Abrrow (2022) focused on perceived organizational support for organizational politics, while Detnakarin and Rurkkhum (2019) examined how organizational citizenship behavior and perceived organizational support for human resource development activities were regarded. Consequently, despite the excellent research previously conducted on perceived organizational support as a moderator, relatively few studies have examined perceived organizational support's moderating function in teachers' job satisfaction. Thus, this study investigates the impact of the work environment on teachers' job satisfaction as moderated by perceived organizational support in Tanzanian public secondary schools.

Within the study, there are three distinct goals. Firstly, the moderating role of perceived organizational support is evaluated in the relationship between workplace facilities and teachers' job satisfaction in public secondary schools. Secondly, the moderating role of perceived organizational support is evaluated to the relationship between professional development opportunities and teachers' job satisfaction level in public secondary schools. Lastly, the moderating role of perceived organizational support is evaluated concerning the relationship between recognition practices and teachers' job satisfaction in public secondary schools.

Literature Review
Theoretical framework
Generally, quantitative researchers have a tendency to ground their studies on a defined theoretical point of view, which makes it easy to predict the relationships between the variables they studied. This study is grounded on Herzberg's Two-Factor Theory and Organizational Support Theory (OST) as well. Two types of factors, intrinsic (motivators) and extrinsic (hygiene), are explained by Herzberg's Two-Factor Theory. Achievement, recognition, assignments, accountability, and advancement are examples of intrinsic factors. These factors make employees feel happy or satisfied with their job (Herzberg et al., 1959). Extrinsic factors, on the other hand, include things like status, pay, working conditions, supervision, interpersonal relationships, and organizational administration. Although they cannot provide job satisfaction, these elements can stop discontent (ibid). Herzberg's Two-Factor Theory is considered an influential theory in job satisfaction research and has been cited in many scientific studies. The workplace facilities, professional development opportunities, recognition procedures, and job satisfaction of teachers in Tanzanian public secondary schools are the four factors that this study supports. This idea was also applied by Anya and Uzoh (2021), who researched to investigate the impact of the common work environment of public primary school teachers in Abia State, Nigeria. The study's findings showed that most instructors find their jobs stressful since most public elementary schools lack adequate and dilapidated infrastructure. This implies that the unavailability of facilities can be a potential impediment to enhancing employees' job satisfaction.

Using Herzberg's Two-Factor Theory as a basis, Kumari et al. (2021) looked at how job satisfaction affected workers' performance at Pakistan's National Bank Limited. According to the study, incentives and motivation have a favorable impact on workers' job performance based on how satisfied they are with their jobs. Apart from that a comparative study by Adu-Baffoe and Bonney (2021) showed that there is a significant difference in job dissatisfaction variables of basic school teachers. Furthermore, Herzberg's Two-Factor Theory was applied in research on work satisfaction conducted by Andersson (2017) with US and Japanese insurance personnel, demonstrating the diversity of the theory. This indicates that the theory is universal and does not concentrate just on a certain subset of workers or a particular aspect of culture.

Herzberg's Two-Factor Theory is appropriate to this study because it assumes that the existence of motivating factors will increase workers' needs for both personal growth and happiness, which in turn leads to job satisfaction. Opportunities for professional development are necessary to help secondary school teachers meet their needs for personal growth, which in turn promotes job satisfaction. For the teachers to feel at ease and comfortable, adequate facilities must also be provided. Additionally, they require equitable recognition for them to feel valued by their employers and, as a result, be content with their jobs. Herzberg's theory accommodates both work-environment indicators as well as job satisfaction. In this study, the theory is used to study variables such as recognition practices, professional development opportunities, and workplace facilities. Eisenberger et al. (1986) founded Organizational Support Theory (OST). It says that workers form an overall opinion about how much a company appreciates their contributions and is concerned about their welfare. It is based on the theory of social exchange and the principle

of reciprocity (Ding, Yu & Li, 2020). The relationships between employees and organizations are always based on each other's expectations and needs (Rockstuhl et al., 2020)

Based on the above background, organizational support portrays employees' feelings of motivation, which makes them work hard. Employees will work hard to achieve goals when they feel supported. The majority of current study findings show that during the previous three decades, the average level of POS has somewhat grown in the United States and seems to have a greater favorable consequence. According to researchers like Stinglhamber et al. (2020), the focus on employee job satisfaction is favorably correlated with the POS of coworkers. According to Bernarto et al. (2020), workers' job satisfaction and life satisfaction are positively impacted by perceived organizational support, as per their study directed by organizational support. Given that teachers who feel valued and supported are more likely to work hard, be devoted, and stay in their profession, the Organizational Support Theory supports this study. Low or nonexistent absenteeism in public secondary schools will be followed by increased job satisfaction once high POS is implemented. The moderating effect of perceived organizational support is explained by the organizational support theory in this study.

Empirical literature
The theoretical literature reviewed suggests that work environment attributes can influence employees' job satisfaction. However, there is not much writing on the moderating role of POS between work environment attributes and teachers' job satisfaction, particularly in public secondary schools is scanty. Thus, researchers recommend that continuous research be carried out to understand clearly which work environment attributes influence teachers' job satisfaction in public secondary schools as moderated by POS (Toropova et al., 2021). In this study, three work environment attributes were considered important in assessing this relationship. They are recognition practices, professional development opportunities, and workplace facilities.

Workplace Facilities
Workplace facilities **(**WPF**)** play a crucial part in stimulating employees' job satisfaction in an organization (Jacob & Lawan, 2020). They are vital for stimulating job satisfaction as teachers can be committed; reduce absenteeism behavior and be loyal in their workplace. The study by Sims (2020) explained the effect of workplace facilities on job satisfaction and the results revealed that WPF in state schools is an essential predictor of teachers' job satisfaction. However, the study was done in England where the contextual characteristics might be different from that of Tanzania. Moreover, the study was not taken into account the moderating part of POS on modeling the relationship between, job satisfaction and teacher work environment. Furthermore, some researchers believe that there is no relationship between teachers' satisfaction and workplace facilities as some teachers might not be satisfied with workplace facilities, but with other factors such as compensation, rewards, advancement, and involvement in decision-making (Nyamubi, 2017). This study suggests that for teachers to attain job satisfaction in public secondary schools in the Tanzanian context, workplace facilities should be moderated by POS. It is therefore hypothesized that
Perceived organizational support moderates the relationship between workplace facilities and teachers' job satisfaction.

Professional Development Opportunities

Opportunities for professional development (PDO) are a means of improving workers' abilities and dispositions at all levels to increase an organization's efficacy (Grigg, 2021). Professional development for educators is essential to raising student achievement, teaching quality, and job satisfaction (Holmqvist & Lelinge, 2021). Based on some prior studies, professional development opportunities are available to employees at all levels and can change depending on what kind of training is needed to ensure high employee commitment and satisfaction as well as low absenteeism and turnover (Robinson et al., 2019). Studies indicate a relationship between job satisfaction and opportunities for professional development (Safari & Davaribina, 2021). However, some scholars have noted that professional development opportunities may influence one's intention to quit one's job because developed employees became more qualified and marketable to many jobs, something that indicates that there is no relationship between PDOS and job satisfaction (Al Balushi et al., 2022; McDonald & Hite, 2023). Herzberg's theory postulates that professional development influences employees' commitment to the organization and enhances job satisfaction. Kim et al. (2020) noted that the more support received from an organization, the more likely employees would engage in reciprocity, and the less support received, the less likely they are to engage in reciprocity. However, previous studies did not consider the moderating role of professional development opportunities when studying teachers' job satisfaction. Moreover, the cultural and geographical settings in which the studies were conducted are different from the setting in which this study was conducted. Therefore, it is hypothesized that

Perceived organizational support moderates the relationship between professional development opportunities and teachers' job satisfaction.

Recognition practices

There is no consistency in the conceptualization of recognition practices in a work environment setting; instead, the term has been operationalized in various ways by various scholars (Montani et al., 2020). Recognition is vital to employees since it gives them comfort and helps them attain job satisfaction (El Masri & Suliman, 2019). According to Ali and Anwar (2021), recognition practices are non-monetary rewards that an organization physically gives to employees in appreciation for the quality of their work. Anything valuable, whether monetary or not, that a teacher receives from their employer in exchange for exceeding performance standards is considered a recognition practice in this study. According to Amarasena et al. (2015), job satisfaction and recognition practices are significantly correlated. Nonetheless, some academics disagree, arguing that there is no meaningful connection between teachers' job satisfaction and recognition (Alrawahi et al., 2020). Previous studies did not consider the moderating role of POS when studying teachers' job satisfaction. Therefore, it is hypothesized that

Perceived organizational support moderates the relationship between recognition practice and teachers' job satisfaction.

Perceived organizational support

Employee perception or assessment of the organization's value and concern for them is referred to as perceived organizational support. Employees view their relationship with their employer as one of reciprocal exchange (Hur, 2015). According to some studies, job satisfaction is significantly and positively influenced by perceived organizational support (Bernarto et al., 2020; Côté, Lauzier & Stinglhamber, 2021). Previous research has indicated that employees'

intention to leave and job satisfaction are negatively influenced by their perception of support from their organization (Kuo et al., 2015). Nevertheless, a moderating role like perceived organizational support was not taken into account in the work environment studies on teachers' job satisfaction. Thus, in line with organizational support theory, professional development opportunities, recognition practices, and workplace facilities ought to be moderated by POS for teachers to attain job satisfaction in public secondary schools, especially in Tanzanian contexts.

Job satisfaction
Job satisfaction has a very broad definition, but it can simply be defined as the state of a person being happy or showing positive emotions or attitude towards his/her work (Mahmood et al., 2021). An optimistic and accommodating mindset about one's job indicates one's job satisfaction while a poor and unsatisfactory mindset towards the job shows job dissatisfaction (Dziuba et al., 2020). Most studies on job satisfaction have been conducted in manufacturing companies, as well as selling and profit-making organizations (Itunuoluwa & Clara, 2017; Ganesh, 2015). However there have been numerous researches on job satisfaction carried out in the past, and few studies have looked at how certain aspects of the workplace affect teachers' job satisfaction, especially in public secondary schools. The high percentage of frequent teacher absenteeism, lack of dedication to their work, and the large number of teachers leaving the field to work in other fields serve as indicators of this (Biwott, 2020). Therefore, there is limited knowledge in service-oriented organizations to where secondary schools also belong.

The Research Gap and the Conceptual Framework
The literature review has shown that only a few studies have been conducted on the moderating role of perceived organizational support (POS) to establish the connection between work environment factors and job satisfaction among teachers in public secondary schools. Most research has focused on profit-driven sectors like manufacturing, hotels, and banks, and has been done in different contextual settings, thus making it difficult to generalize their findings. Thus, this study investigates POS as a moderator in the relationship between work environment attributes and job satisfaction among teachers in Tanzanian public secondary schools. It is guided by the conceptual framework presented in Figure 1.
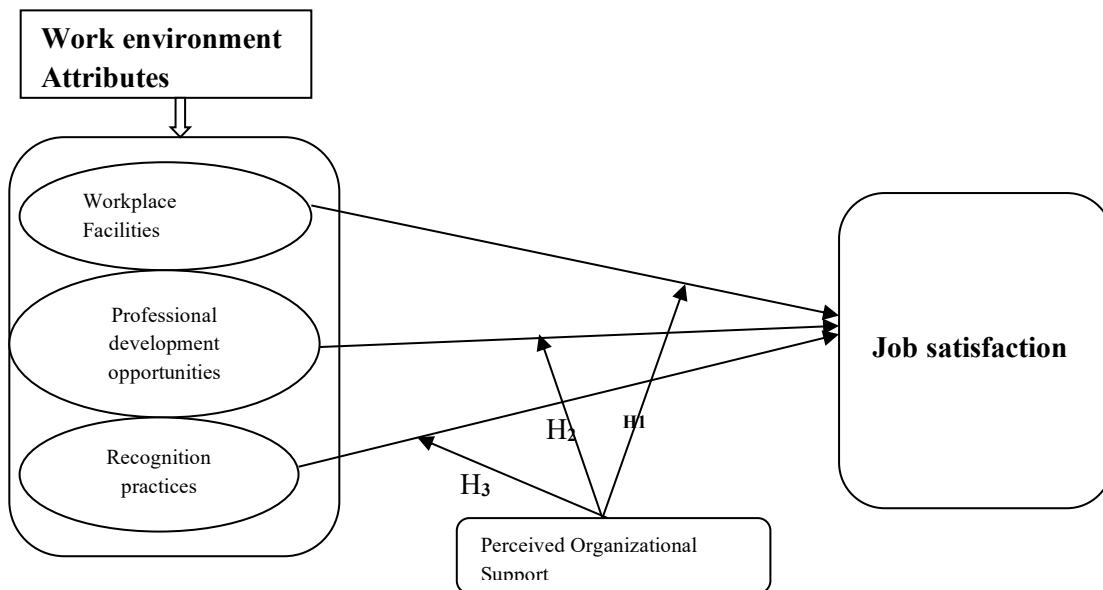

Figure 1: A conceptual framework (researcher's construct)

Research Methodology

The positivist research philosophy serves as the basis for this study. The foundation of this ideology is the belief that scientific research may be done on human behavior. In this situation, the only ways to generate knowledge are either by analyzing cause-and-effect linkages or by applying factual or quantifiable interpretations to observations. Accordingly, knowledge is only considered legitimate under this philosophy if it is grounded in the values of reason and facts discovered from firsthand observation and experience, quantified objectively via the use of quantitative techniques and statistical analysis. In this study scientific procedures were followed in generating study hypotheses that were tested to come up with generalized conclusions. Observations were made in the field to confirm the truth or falsify the generated hypotheses. The study used a quantitative approach and an explanation-based cross-sectional study design. The reason that this study design was chosen was that it gave researchers the chance to examine the body of literature already in existence and suggest any existing connections. The study was conducted in three regions that were selected purposively. The regions are Dar es Salaam; Dodoma and Kigoma. The regions were selected because of their complexities in terms of population size, economic status, lifestyle, and marginalization with high population growth rates. In addition, the regions experience high rates of teachers' absenteeism, while others leave the teaching profession to other sectors. The study had a total population of 89,367 teachers working in public secondary schools in Tanzania (URT, 2016). Given the characteristics of the respondents, the study applied the Krejcie and Morgan (1970) formula to determine the sample size. Hence, a total of 399 respondents were selected. The sample size was determined with a 5% margin of error and a 95% confidence interval.

Considering the necessity of conducting a multivariate analysis with a large sample size as suggested by Nunnally (1978), the size of the sample was deemed adequate. The selected respondents were all secondary school teachers in public schools. A systematic random sampling approach was used to choose the sample in each location. The respondents' opinions of the research constructs were gauged by a self-administered questionnaire that used a Likert scale. Copies of the questionnaire were coded, input into an IBM SPSS version 23, and checked for correctness once the data was gathered. Cleaning included confirming the codes that matched. Data were then analyzed, and results were presented in frequency distribution tables.

The study adopted questions from previous studies and this ensured validity and reliability as suggested by Kessy and Temu (2010). Variables for this study were derived from relevant theories and empirical research. Before the analysis process, preliminary tests including tests for discriminant validity, convergent validity, and composite reliability were conducted. Also, the causal connections between latent variables and their associations were examined and PLS-SEM was employed (Khan et al., 2019). The Smart PLS-3 (convergent validity, internal consistency, and discriminant validity) and the structural model (path coefficient and particular indirect impact) were used to assess the measurement model to test the suggested hypotheses (Henseler et al., 2009). Additionally, Bootstrapping, as recommended by Hayes (2012), was used to compute f^2, R^2, and Q^2.

This study adopted PLS-SEM because of its optimal prediction accuracy and relaxation in the assumptions made (Chin et al., 2020). Also, PLS-SEM has been widely applied in various fields of research and proved to be useful and commendable (Hair et al., 2020). Furthermore, PLS-

SEM handles complicated models and is resilient to multicollinearity issues (Rather, 2021). Conversely, Ringle et al. (2020) highlighted that PLS-SEM is appropriate for quantifying causal relationships because it integrates the principal constituent analysis and the regression-centered path analysis to estimate the indicators of a given number of equations within a structural assessment model.

Findings and Discussions
Demographic characteristics
Frequencies and percentages were used to report the descriptive results from the 399 copies of the questionnaire that the respondents completed. The results indicated that 217(54.4%) were female while 182(45.6%) were male. Female respondents were in the majority perhaps because males are mostly few in secondary schools and very busy most of the time. Therefore, females tend to be available and can thus complete questionnaires. In terms of age, 201(50.4%) were aged 31 – 40 perhaps because they are in the middle age to settle at the job before retirement. Sixty respondents were teaching on a contract basis because they were retired. In terms of academic qualifications 237(59.4%) were Bachelor's degree holders, 82(20.6%) were Master's degree holders and 80(20.1%) were diploma holders. Regarding teaching experience, 159(39.8%) had 0-5 years of teaching experience, 133(33.3%) had 6-10 years of teaching experience and 60(15.0%) had 11-15 years of teaching experience. The findings imply that the study obtained the right number of respondents with the relevant qualifications and experience.

Assessment Measurement model
A moderator effect, according to Hair et al. (2017), is when the moderator modifies the direction or intensity of a link between two components in a model. The assessment model and the unique questions that measure each variable are shown in Table 1, which also modifies the effects of perceived organizational support on three independent variables.

Table 1: Moderation Analysis Results

Hypotheses	Relationships	Std. Beta	Std Error	T Value	P Value	F^2	R^2	Q^2	Decision
H_1	WPF*POS -> JS	0. 181	0.054	2.743	0.007	0.017			**
H_2	PDO*POS -> JS	-0.104	0.051	2.037	0.036	0.010	290	0.192	*
H_3	RP *POS -> JS	0.024	0.076	0.315 NS	0.376	0.008			ns

Note: *p<0.1 ** p < 0.05, *** p < 0.001, ns = not significant.

Hypothesis testing to determine the moderation effects
The results in Table 1 show that two of the three hypotheses were significant (p-value = 0.007), which suggests that perceived organizational support (POS) moderates the relationship between workplace facilities and job satisfaction (WPF*POS -> JS). This supports the hypothesis that in Tanzania, POS positively moderates the relationship between workplace facilities and job satisfaction. This suggests that there is a larger correlation between workplace facilities and job satisfaction the higher the POS, and vice versa. The results show that POS negatively strengthens the relationship between PDO and JS. Thus, the second hypothesis (H_2) is negatively supported. Conversely, the findings suggest that POS has no moderating effect on the

association between work satisfaction and recognition practices (RP*POS -> JS), thus the hypothesis (H₃) was insignificant (PV= 0.376) and is not been supported.
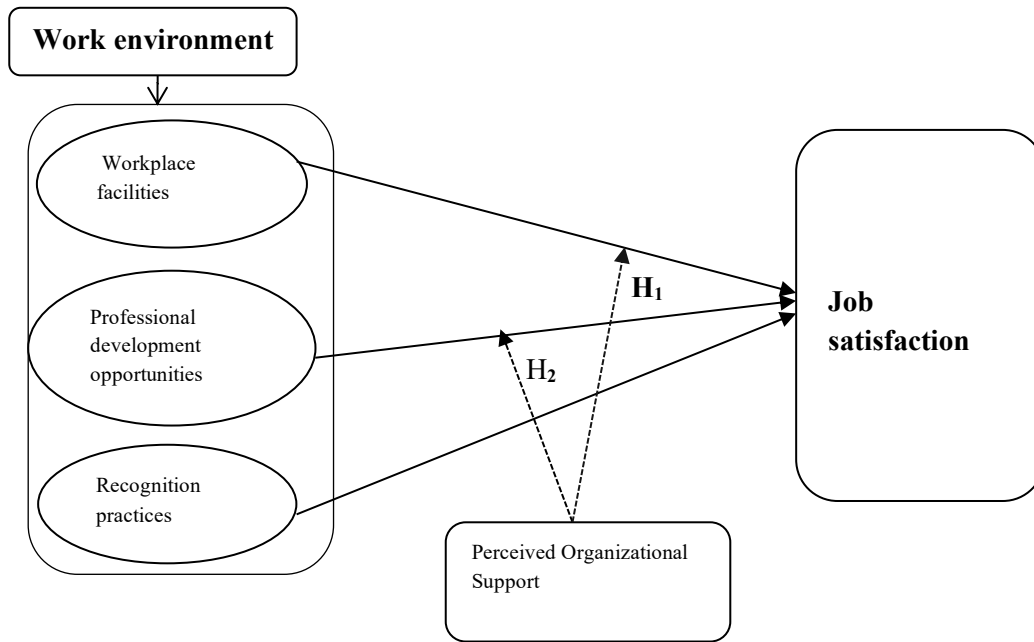

Figure 2: Revised Conceptual Framework
<u>**KEY**</u>

→ Significant direct relationship
- - - → Significant indirect relationship

The revised conceptual framework in Figure 2 shows the author's role in the field of job satisfaction. This is the gap that was observed in the literature since previous studies on the work environment have not considered POS as being important to teachers' job satisfaction in public schools. According to Khan, Mughal, and Khattak (2019), who discovered that POS has a substantial and positive influence on job satisfaction, it is evident that POS moderated workplace amenities. Furthermore, POS moderated professional development opportunities negatively and the finding is in line with (Côté, Lauzier & Stinglhamber, 2021) who revealed that POS harms employee job satisfaction. Since the preceding research on the relationship between the work environment and teachers' job satisfaction did not take into account the influence of moderating variables like POS on teachers' job satisfaction, the OST concurs with this finding. To sum up, all three work environment attributes were found to have a significant influence on teachers' job satisfaction directly, although the moderating role of POS has a positive influence on teachers' job satisfaction through workplace facilities, a negative influence through professional development, and no significant influence through recognition practices. Furthermore, the measured items can be used in future studies with validity and reliability. In this study, the leading attributes of work environment to job satisfaction are workplace facilities moderated by POS and followed by PDO.

Conclusion
The objective of this paper was to examine how perceived organizational support functions as a moderator within the model that assesses the relationship between workplace facilities, opportunities for professional development, recognition practices, and job satisfaction. The study employed a quantitative approach where PLS-SEM was used for data analysis. The results from the Smart PLS revealed that perceived organizational support positively moderates the relationship between workplace facilities (WPF) and job satisfaction (JS) in Tanzanian public secondary schools. Further, in Tanzanian public secondary schools, the relationship between professional development opportunities (PDO) and job satisfaction (JS) is negatively moderated by perceived organizational support (POS). Consequently, it can be argued that pleasant work environment facilities play a crucial role in enhancing teachers' job satisfaction, especially when moderated by their perception of organizational support. But also when teachers feel supported by the school management, it creates a more satisfying work environment that enhances teachers' commitment to the organization.

Study Implications
The findings of the study have shown that in developing countries like Tanzania, recognition practices are not moderated by POS unlike in developed countries. Rather, POS moderates positively the relationship between workplace facilities and job satisfaction. In addition, POS moderates negatively the relationship between POD and job satisfaction. Therefore, governments, policymakers, and implementers have to take into consideration the specific contextual attributes appropriate to their countries. This paper has shown that organizational support is important in deciding on the job satisfaction aspects of teachers in public secondary schools. Managers and administrators should focus on the six aspects of perceived organizational support namely POS1, POS2, POS3, POS4, POS5, and POS6. About POS1, schools should care about teachers' well-being. Concerning POS2, the financial incentives and allowances given to teachers by the organization should be satisfactory. For POS3, organizations should show they are concerned about teachers' well-being. Concerning POS4 organizations should assist teachers with an advance salary to simplify their daily lives. For POS5, organizations should help teachers in procuring loans from financial institutions. Concerning POS6 organizations should be willing to use their financial resources to help teachers perform their jobs effectively.

To the best of the researchers' knowledge, the suggested updated model developed in this work is the first of its sort in the Tanzanian setting and provides a theoretical contribution to the current literature. From a practical viewpoint, the study findings indicate the crucial role of organizational support in moderating the work environment necessary for teachers to attain job satisfaction. The study results have practical implications for developing countries like Tanzania, upcoming academia, and management or administrators in general. They should consider the work environment as an imperative attribute in enhancing teachers' job satisfaction. Also, the developed model tells practitioners in government education institutions and other education stakeholders about the moderating influence of POS on teachers' job satisfaction in Tanzania.

Recommendations

Based on the findings and discussion above, it is recommended that the government, education managers, and policymakers develop appropriate mechanisms for addressing the challenges affecting teachers' job satisfaction in Tanzania. They should encourage the development of good motivational practices and enhancement of working conditions to increase teachers' job satisfaction. Appropriate professional development opportunities, workplace facilities, and recognition practices should be considered. Most importantly, school administrations should fully support teachers by creating a more satisfying working environment to enhance teachers' commitment to work. To improve teachers' work satisfaction in government secondary schools, Tanzania should accept and put into practice the updated approach this study suggests. The revised model covers all the main attributes of the work environment that help to enhance teachers' job satisfaction.

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