

Variation in Job Satisfaction between Public and Private Secondary School Teachers in Tanzania: A Comparative Study at Kinondoni District

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Abstract

In improving the quality of education in secondary schools, teachers' job satisfaction is vital and an inevitable component. In Tanzania, however, the level of job satisfaction of secondary school teachers is not clear; and so is how public and private secondary schools differ in their level of job satisfaction. This study aims to compare the level of job satisfaction between public and private secondary school teachers. The study adopts a descriptive cross-sectional survey research design, which employed a sample of 275 respondents from 10 selected secondary schools in Kinondoni district. Teacher Job Satisfaction Scale (TJSS), and documentary review were used in the collection of data. Analysis and discussion of findings are based on the two factors theory of job satisfaction, which explains job satisfaction as a function of motivator, and hygiene factors. The findings from an independent sample t-test statistical analysis tool revealed that private secondary school teachers are more moderately satisfied ($M=1.50$, $SD=.048$) than public secondary school teachers ($M=1.77$, $SD=.591$; $t(227) = 3.721$) at $p=0.000$, $\eta^2=0.06$. The study recommends for the improvement of working conditions in public secondary schools; and job security in private secondary schools to improve secondary school teachers' job satisfaction.

Keywords: *secondary schools, teachers, job satisfaction*

1.1 Introduction

Quality education is a multi-dimensional phenomenon. Its achievement depends on a number of factors, including the number of classes and buildings; teaching and learning materials such as books; as well as qualified, competent and satisfied teachers. Robbins (1997) defines job satisfaction as an employee's attitudinal response to his or her organization components. Spector (1997) defines job satisfaction as "... simply how people feel about their different aspects of their jobs; it is the extent to which people like (satisfaction) or dislike (dissatisfaction) their job." The study adopted Robbins definition of job satisfaction to refer to employee's satisfaction with different aspects of his/her job.

Teacher job satisfaction has captured interests of researchers for decades, and continues to be one of the most interesting topics due to its impact in the education sector and the

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teaching profession. Lack of job satisfaction among teachers has been documented to be the main source of a number of teacher-related problems worldwide, and Tanzania in particular. Shann (2001) explains that teachers' job satisfaction is a predictor of teacher's retention, determinant of teacher's commitment, and a contributor to school effectiveness.

Nevertheless, Sonmezer and Eryaman (2008) found that because of lack of job satisfaction in Turkey public secondary schools, more teachers are attracted to shift to private schools. For instance, 21.17% of public school teachers were more attracted to shift to private schools searching for good salary, and 6.05% looking for better working conditions. HakiElimu (2008;), Kemilembe (2004) and Mukyanuzi & Paul (2005) observed that lack of job satisfaction—which is caused by poor working conditions, low salary and low socio-economic status—is the main cause for massive teachers' dropout and turnover among secondary school teachers in Tanzania.

Studying teachers' job satisfaction is an inevitable topic given that the government of Tanzania is struggling to improve the quality of education at all levels of education. Previous studies on the topic in Tanzania have focused on factors leading to teachers' job satisfaction (Kemilembe, 2004; Mbua, 2003; Mukyanuzi & Paul, 2005; Nguni, 2005). Little is known about the level of job satisfaction between public and private secondary school teachers in Tanzania. This is the gap that this study sought to fill by studying public and private secondary schools in Kinondoni district, Tanzania.

1.2 Objectives of the Study

The objectives of this study were to: (i) examine the variation in job satisfaction level between public and private secondary school teachers; and (ii) assess how job satisfaction varies between male and female secondary school teachers.

To fulfil the above objectives, the study tested two hypotheses. First, is there a significant difference in the mean job satisfaction scores between public and private secondary school teachers? Second, is there a significant difference in the mean job satisfaction scores between male and female secondary school teachers?

2. Theoretical Framework and Literature Review

The study develops its base from the two factors theory of job satisfaction advocated by Herzberg (as cited in Mbua, 2003), which explains job satisfaction as a function of motivators and hygiene factors. Motivator factors (sometimes referred to as intrinsic factors) include interests, recognition, achievements, advancement, performance and responsibility. Hygiene factors (also known as extrinsic factors) include communication and interpersonal relations, salary, working conditions, job security, promotion, supervision and decision making. According to the theory, intrinsic factors lead to job satisfaction while extrinsic factors are advocated as the cause of dissatisfaction, which in turn reduce the level of job satisfaction.

This study considers the existence of intrinsic factors of job satisfaction in both public and private secondary schools makes teachers more satisfied, whereas extrinsic factors strengthens teachers' level of job satisfaction. Thus, good job relations amongst staff, fair decision making procedures, high interest with one's job, performance, achievement and nature of work, and fair division of responsibilities make secondary school teachers more satisfied with their jobs; whereas extrinsic factors including salary, recognition, advancement and job security increases teachers' job satisfaction. As mentioned earlier, the absence of intrinsic and extrinsic factors of job satisfaction leads to teachers' job dissatisfaction (Mbua, 2003; Mukyanuzi & Paul, 2005)

2.1 Motivator-Hygiene Factors and their Influence on Job Satisfaction

Bull (2005) and Mbua (2003) stress that if an employee has low interests, or no interests at all, with one's job, s/he develops a negative attitude towards that job. As such, s/he cannot work effectively as lack of interest demoralizes a person, and leads to dissatisfaction. Also, good supervisor-supervisee relationship is essential for organizational production (Prasad, 2009). Organizations with good working conditions—e.g., with physical facilities such as office spaces, chairs and tables, teaching and learning materials—are said to excel better, and have highly satisfied employees than institutions with no such facilities (Bull, 2005).

Mukyanuzi and Paul (2005) assert that salary is a major problem among employees, and is one of the most influencing factors of job dissatisfaction and turnover. A salary that satisfies an employee's needs makes one more satisfied with his/her job, while meagre wages makes one more dissatisfied with her/his job. Meagre wages may also lead to inefficiency turnover/dropout as propounded by Bull (2005). Moreover, Prasad (2009) argues that when employees are involved in decision making, they develop a sense of being valued, and may increase their rate of production because they feel as being a part and parcel of the organization. Therefore, participation in decision making is essential for effective employees' job performance, and contributes to employees' job satisfaction.

2.2 Teachers' Job Satisfaction in Public and Private Secondary Schools

Public and private secondary school teachers have been documented to vary in terms of their level of job satisfaction (Mbua, 2003; Sharma, Kumar & Bakhshi, 2004; Sonmezer & Eryaman, 2008). For instance, Sharma, Kumar and Bakhshi (2004) found that teachers in private higher learning institutions are more significantly highly satisfied than teachers in public higher learning institutions. They also found out that more teachers are attracted to leave public institutions for private institutions due to better working conditions such as better salaries. Sonmezer and Eryaman (2008) found that salary is the most influencing factor for the difference in job satisfaction, and that teachers in private institutions are more satisfaction with their salaries than their counterparts in public institutions. The study indicated that about 40% of teachers moved to private secondary schools from public secondary schools because of lack of job satisfaction (ibid).

2.3 Male and Female Secondary School Teachers' Job Satisfaction

Male and female teachers have been documented to have difference levels of job satisfaction (Hannum & Sargent, 2003; Mukyanuzi & Paul, 2005; Olulube, 2006). For instance, Hannum and Sargent (2005) found that female teachers in Rural China are slightly more satisfied with their jobs than their male counterparts. Mukyanuzi and Paul (2005) found that there is a difference in gender and job satisfaction, with female teachers being more satisfied than male teachers in relation to job satisfaction, organizational commitment and organizational citizenship behaviour. Khan and Ghazi (2007) found that female teachers are more satisfied with colleagues, responsibility, and the nature of work than their male counterparts.

3. Methodology

3.1 Research Design

The study employed cross-sectional descriptive survey research design to collect quantitative data from secondary school teachers. Nevertheless, it employed documentary review to collect statistical and official data from a small portion of participants—including heads of schools and the District Secondary Education Officer (DSEO)—as well as the review of other national sources. The methods facilitated the collection of views, opinions and official data related to the subject under study.

The research was conducted in Kinondoni district, Dar es Salaam region. The area was chosen because of its national and regional advantage of having a large number of public and private secondary schools (97) compared to Ilala (77) and Temeke (65) districts of Dar es Salaam region (Table 1).

Table 1: Number of Public and Private Secondary Schools by Districts in Dar Es Salaam Region

School Category	Districts			Total
	Kinondoni	Ilala	Temeke	
Public	46	48	34	128
Private	51	29	31	111
Total	97	77	65	239

Source: URT (2007).

3.2 Target Population and Sampling Techniques

The study involved secondary school teachers in public and private secondary schools, heads of schools (HoS); and the DSEO of Kinondoni district. This population groups were targeted because, while teachers are the focus of the study, HoS and the DSEO are the day-to-day supervisors and implementers of government policies and programmes that in one way or another affects the level of teachers' job satisfaction.

The total sample was 275 respondents: 264 secondary school teachers from 10 secondary schools; 10 heads of schools; and one DSEO. All the names of 97 secondary schools in Kinondoni district were written on pieces of paper, and then stratified as public and private

secondary schools. Thereafter, we picked 5 school names randomly from each stratum. Thus, Biafra, Cornelius Girls, Feza Boys, Kenton, and Mbezi Beach (private secondary schools); and Mbezi Inn, Mtakuja, Mugabe, Sinza Tower, and Turiani (public secondary schools) were selected. Thereafter, we obtained school teachers from each of the stratum.

Consequently, a simple random sampling technique was used to get the required sample of male and female secondary school teachers. In addition, purposeful sampling technique was adopted to obtain the 10 HoS and the DSEO. Table 2 indicates the study sample composition between public and private secondary schools.

Table 2: Sample Size Composition between Public and Private Secondary Schools

	Actual Sample Size		Total Actual Sample
	Public	Private	
Female	68 (95.7%)	52 (92.9%)	120 (76.9%)
Male	50 (94.3%)	58 (80.5%)	108 (69.2%)
HoS	5 (100%)	5 (100%)	10 (100%)
DSEO	-	-	1 (100%)
Total	123 (89.8%)	115 (83.9%)	239 (86.9%)

Source: Field Data (February, 2011)

3.3 Data Collection Methods and Analysis

The study used closed questionnaire and documentary review methods as instruments of data collection. Closed-ended questions were developed in a five point Likert scale format adopted and modified from Wood and Chonko's (1986) sample questionnaire to obtain data related to secondary school teachers' job satisfaction. The Teacher Job Satisfaction Scale (TJSS) consisted of 14 items; with responses ranging from 5 (strongly agree) to 1 (strongly disagree) being used to measure the respondents' level of job satisfaction. The scores on each scale item were added up to obtain each respondent's total score, which ranged from 14-70.

During data analysis the scores were categorized, as adopted from the original sample scale questionnaire, from 0-18 (low job satisfaction); 19-51 (moderate job satisfaction); and 52-70 (high job satisfaction). For coding and presentation purposes, high satisfaction level was given a value of 1, moderate 2, and low 3. The scale had a Cronbach alpha value of 0.89, which is accepted according to Kline (1998) and Pallant (2005). On average, respondents used about 25-40 minutes to fill in the questionnaire. Of the total 264 questionnaires that were sent to secondary school teachers, only 228 questionnaires (73.1% response rate) were returned duly filled in and made the actual sample of secondary school teachers used in the analysis. Of the rest, 15 were not returned, and 21 were returned either unfilled or half-filled, and these were discarded.

Moreover, documents such as the Basic Education Statistics (2006-2011) were reviewed to obtain the number of secondary schools in Kinondoni district. In addition, statistical data from the DSEO's office and HakiElimu annual reports were reviewed to get relevant

information related to teacher employment, the challenges teachers face, turnover rate, and factors leading to job satisfaction/dissatisfaction among secondary school teachers in public and private secondary schools.

3.4 Ethical Issues Consideration

The researcher obtained permission from responsible authorities including the Vice Chancellor (UDSM), the Regional Administrative Secretary (RAS) Dar es Salaam region; and the District Administrative Secretary (DAS) Kinondoni district before administering the study instruments to respondents. Considerably, as suggested by Coolican (1994); Creswell (2009), the researcher obtained respondents' informed consent, ensured privacy, anonymity and confidentiality in collection of data and reporting of findings obtained.

4. Results and Discussion of Findings

The study used the statistical package for social science (SPSS) version 17.0 to enter and analyse the study findings. An independent sample t-test was computed to explore the difference in the mean scores of job satisfaction between two groups: public and private, as well as male and female secondary school teachers. Moreover, cross tabulation of data was performed to get a clear picture of respondents' level of job satisfaction. Figures 1 and 2 summarize the results obtained from cross tabulation of data and t-test statistical analysis. Further information is provided in Tables 3 and 4.

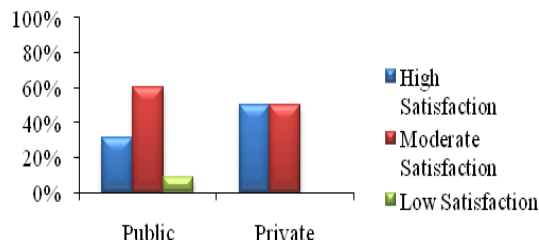


Figure 1: Job Satisfaction Levels of Public and Private Secondary School Teachers

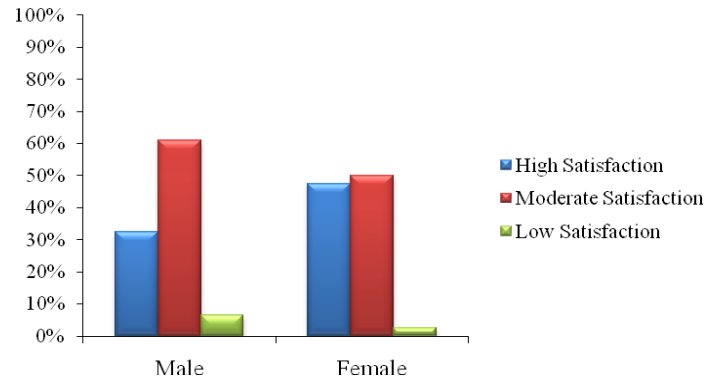


Figure 2: Job Satisfaction Levels of Male and Female Secondary School Teachers

Table 3: t-test
(Job Satisfaction between Public and Private; Male and Female Secondary School Teachers)

Variable	Categories	N	Mean (M)	Standard Deviation (SD)	Standard Error Mean	t-value	Fallibility (Sig.)
Job Satisfaction Level	Public	118	1.77	0.591	0.054	3.721	.000
	Private	110	1.54	0.501	0.048		
Male	108	1.74	0.570	0.055	2.576	.011	
	Female	120	1.55	0.548	0.05		

Table 4: t-test
(Satisfaction with Items of the Job between Public and Private Secondary School Teachers)

Variables	Institution	Number (N)	Mean (M)	Standard Deviation (SD)	Standard Error Mean	t-value	Fallibility (Sig.)
Achievement	Public	118	2.41	1.04	0.096	-6.208	.000
	Private	110	3.2	0.876	0.084		
Promotion	Public	118	2.33	0.934	0.086	-3.12	.002
	Private	110	2.76	1.157	0.11		
Responsibilities	Public	118	3.11	1.286	0.118	-4.566	.000
	Private	110	3.77	0.842	0.08		
Job security	Public	118	2.35	1.097	0.101	0.484	.629
	Private	110	2.27	1.233	0.118		
Working conditions	Public	118	2.57	0.965	0.089	-7.721	.000
	Private	110	3.56	0.982	0.094		
Interests	Public	118	2.97	1.26	0.116	-4.314	.000
	Private	110	3.65	1.105	0.105		
Supervision	Public	118	2.81	1.048	0.096	-3.621	.000
	Private	110	3.32	1.092	0.104		
Information and communication	Public	118	2.91	0.978	0.09	-3.601	.000
	Private	110	3.38	1.014	0.097		
Decision making	Public	118	2.68	1.037	0.095	1.445	.150
	Private	110	2.46	1.202	0.115		
Salary	Public	118	1.43	0.800	0.074	-6.456	.000
	Private	110	2.29	1.184	0.113		
Job compensation	Public	118	1.57	1.237	0.114	-4.917	.000
	Private	110	2.35	1.145	0.109		
Recognition	Public	118	2.33	1.314	0.121	-3.007	.003
	Private	110	2.82	1.119	0.107		
Nature of work and its status	Public	118	2.62	1.147	0.106	-3.275	.001
	Private	110	3.12	1.155	0.11		
Students' behaviour and performance	Public	118	2.22	0.907	0.084	-7.496	.000
	Private	110	3.15	0.956	0.091		

Results from Fig. 1 reveal that 55(50%) and 55(50%) private secondary school teachers had higher and moderate level of job satisfaction. On the side of public secondary schools, 37(31%), 71(60%) and 10(9%) of teachers had high, moderate and low level of job satisfaction. The findings suggest that private secondary school teachers were to some extent satisfied with the factors of job satisfaction that may have increased their level of job satisfaction. However, this was not the case with public secondary school teachers as a large number showed moderate level of satisfaction with the factors of job satisfaction.

The results in Fig. 1 are consistent with findings from an independent sample t-test analysis as presented in Table 3. The results indicates that there is a significant difference ($p < 0.01$) in the mean scores level of job satisfaction between private ($M=1.54$, $SD=.50$) and public ($M=1.77$, $SD=.59$) $t(227) = 3.721$, $p=0.000$ secondary school teachers. The magnitude of the difference was eta squared (η^2) 0.06, which confirmed the study

hypothesis that there is a significant difference in the level of job satisfaction between public and private secondary school teachers.

Results further revealed that a significant difference was found in the 12 scale items' level of satisfaction between public and private secondary schools (Table 4). This indicates a remarkable difference that exists between public and private secondary schools in relation to how the schools satisfy their teachers with different organizational and individual factors. Thus, what may satisfy teachers in public or private secondary schools may not also be a factor for satisfaction for teachers in private or public secondary schools. For example, job security was found to be the most satisfying factor among public schools, and less satisfying to private secondary school teachers.

The findings of the present study particularly on the results of difference in job satisfaction are in line with findings of other studies, including that of Sonmezer & Eryaman (2008), and Sharma et al. (2004) who found that teachers in private institutions have higher level of job satisfaction than those in public institutions. For instance, Sonmezer & Eryaman (2008) found that there is a large difference ($\eta^2=0.15$) between the level of job satisfaction of teachers working in public and private institutions in Turkey. However, the two studies differ in terms of the magnitude of the differences. While the study by Sonmezer and Eryaman (2008) indicated that the magnitude of the difference is large ($\eta^2=0.15$), this study found that the magnitude of the difference is moderate ($\eta^2=0.06$). The difference in the findings could be due to the contextual factor that the previous study was conducted in all regions of Turkey, while the current study was conducted in a single district of Kinondoni, Dar es Salaam region, in Tanzania. In addition, the difference might have been caused by methodological factors in that whereas the previous study employed a large sample size (1667), the current one employed a sample size of 239 respondents. Thus, the study echoes what the two factors theory advocates in raising employees' satisfaction: that institutions should ensure that both motivator and hygiene factors are available.

Olulube (2006) stresses that teachers' satisfaction with their job is at risk because of a number of problems facing teachers, such as poor working conditions, lack of teaching and learning materials, inadequate salary, promotion and students' indiscipline. This suggests that, institutions with poor working conditions, and which give low salaries are prone to unsatisfied employees, who in turn become ineffective and unproductive. Thus, public schools should ensure that the factors impeding teachers' satisfaction are modified or given strong consideration to raise their teachers' job satisfaction. This echoes what the theory advocates in raising employees' satisfaction: that institutions should ensure that both motivator and hygiene factors are available.

As per Fig. 2, 57 (47.5%), 60 (50.0%), and 3 (2.5%) of female teachers were highly, moderately and lowly satisfied with their jobs, while 35 (32.4%), 66 (61.1%), and 7 (6.5%)

of male school teachers were highly, moderately and lowly satisfied with their job. These findings denote that female secondary school teachers were comparatively highly satisfied with their job items than their male counterparts.

Moreover, results in figure 2 resemble to results obtained from an independent sample t-test statistical analysis (as per table 3) which indicated the existence of significant difference in the mean scores level of job satisfaction ($p < 0.05$) between female ($M=1.55$, $SD=.548$) and male ($M=1.74$, $SD=.570$; $t(227) = 2.576$, $p=0.011$) secondary school teachers. The magnitude of the differences in scores was small eta squared (η^2) 0.02 which confirmed the study hypothesis that there is a significant difference in the level of job satisfaction between male and female secondary school teachers.

In addition to the results above, findings revealed that male and female secondary school teachers were significantly differently satisfied with only 2 items of the job including promotion and decision making (Table 5). The other 12 items were not found to have significantly difference in satisfaction level between female and male teachers. Results indicates that male teachers were found to be significantly satisfied with promotion factor of their job while female teachers showed significant satisfaction with decision making procedures of their schools.

Table 5: t-test
(Satisfaction with Items of the Job between Male and Female Secondary School Teachers)

Variables	Sex	Number (N)	Mean (M)	Standard Deviation (SD)	Standard Error Mean	t-value	Fallibility (Sig.)
Achievement	Male	108	2.92	1.051	0.101	1.759	.080
	Female	120	2.68	1.022	0.093		
Promotion	Male	108	2.76	1.151	0.111	3.001	.003
	Female	120	2.34	0.948	0.087		
Responsibilities	Male	108	3.53	1.148	0.11	1.23	.220
	Female	120	3.34	1.134	0.104		
Job security	Male	108	2.19	1.185	0.114	-1.56	.120
	Female	120	2.43	1.135	0.104		
Working conditions	Male	108	3.02	1.176	0.113	-0.389	.697
	Female	120	3.08	1.014	0.093		
Interests	Male	108	3.19	1.343	0.129	-1.155	.249
	Female	120	3.38	1.124	0.103		
Supervision	Male	108	2.96	1.175	0.113	-1.171	.243
	Female	120	3.13	1.02	0.093		
Information and communication	Male	108	3.1	1.11	0.107	-0.478	.633
	Female	120	3.17	0.938	0.086		
Decision making	Male	108	2.41	1.208	0.116	-2.151	.033
	Female	120	2.73	1.02	0.093		
Salary	Male	108	1.96	1.183	0.114	1.535	.126
	Female	120	1.74	0.992	0.091		
Job compensation	Male	108	2.01	1.301	0.125	0.757	.450
	Female	120	1.88	1.21	0.111		
Recognition	Male	108	2.5	1.272	0.122	-0.756	.450
	Female	120	2.63	1.223	0.112		
Nature of job and its status	Male	108	2.76	1.282	0.123	-1.225	.222
	Female	120	2.95	1.068	0.097		
Students' behaviour and performance	Male	108	2.7	1.079	0.104	0.51	.610
	Female	120	2.63	1.004	0.092		

The above findings on the difference in the level of job satisfaction between male and female secondary school teachers supports findings from previous studies such as that of Sharma et al. (2004) and Ngimbudzi (2009). For example, Ngimbudzi (2009) found that female teachers were more satisfied with decision-making procedures, while male teachers were more satisfied with achievements and promotion factors. Whereas the study by Ngimbudzi (2009) found significant difference in satisfaction with job achievement between male and female teachers, the current study showed no significant difference in the mean scores related to achievement factor. Whereas the study by Ngimbudzi (2009) found significant difference in satisfaction with the job achievements between male and female teachers, the current study showed no significant difference in the mean scores related to achievement factor. The difference in findings between the two studies may be caused by contextual factors. While the study by Ngimbudzi (2009) was conducted in Njombe district, Iringa region, the current

study was conducted in Kinondoni district, Dar es Salaam region. The socio-economic positions of the two regions differ significantly in such a way that, Dar es Salaam as a business city of the country, its life expenses are high compared to that of Iringa which is an upcountry region. Thus, what secondary school teachers earn in the two regions might not satisfy their basic requirements in the same ways.

The study findings above also contradicts that individuals are more satisfied with motivator factors than hygiene factors as the two factors theory advocates. The findings imply that secondary school teachers (both male and female) have low interests in their jobs, and that their performance and achievements are not highly appreciated in their schools. Thus, there might be some variations in values that male and female secondary school teachers attach to the motivator and hygiene factors of their jobs, causing the difference in satisfaction level in relation to each factor. This is in line with Shackleton's argument (2008) that there are variations on the values that men and women attach to jobs and career expectations. Men are more likely to state that career development and financial rewards are more important, and they are much more likely to define themselves as very ambitious. Female teachers emphasize more on job satisfaction, being valued by employers, and doing a socially useful job.

The results also support other study findings, such as those of Bruning and Snyder (1983), and Lambert, Hogan, Barton & Lubbock (2001). For instance, Lambert, et al. (2001) found that women have lower expectations of a workplace, and this make them more satisfied than men under similar job conditions. Women expect the work environment to be more socially oriented, while most men expect the work place to be more achievement oriented.

The difference in job satisfaction between male and female secondary school teachers has impressive reflection to the current status of secondary education. Male secondary school teachers have been reported to leave the profession for other professions such as the army, police, or enter into businesses (Kemilembe, 2004). Table 2 shows that in the 10 sampled schools, female teachers outnumber male teachers.

5. Conclusions

This study has confirmed its two hypotheses, namely (i) private secondary school teachers showed significant higher level of job satisfaction than public secondary school teachers; and (ii) female secondary school teachers have higher level of job satisfaction than their male counterparts. The findings also showed that private secondary school teachers are more satisfied with many of the TJSS items than those in public secondary schools. Therefore, more efforts are needed to attract and retain male teachers in the teaching profession, especially in public schools, so that the government efforts of training a sufficient number of teachers of both gender does not end in vain. Deliberate efforts should be placed on teachers' job satisfaction if the country is to live to its dreams of providing quality education to its citizens. In this endeavour, more studies on other demographic factors of secondary school teachers—such as age, education level, area of

residence, marital status, etc.—will make a remarkable contribution in the area of teacher job satisfaction.

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