

A Survey of Bahamian and Jamaican Teachers’ Level of Motivation and Job Satisfaction.

David K. Griffin

Nova Southeastern University

The purpose of this study was to investigate the level of self-reported job satisfaction and motivation among teachers in the Bahamas and Jamaica. A total of 168 Bahamian (n =75) and Jamaican (n = 93) teachers completed the Teacher Motivation and Job Satisfaction Survey. Overall results indicate that teachers in the Bahamas reported higher levels of job satisfaction as compared to teachers in Jamaica. Other findings relating to job satisfaction and motivation are discussed, and various aspects of job satisfaction are discussed in relationship to the principles of Invitational Education.

Work occupies a central position in people's lives, and with the problems of inflation, outsourcing, shrinking labor supply, and slowdowns in the economic expansion, etc., the role that a job plays in a person's life takes a high priority. Additionally, the level of satisfaction that a person experiences as a result of his or her job can have a significant effect not only on the individual, but on those he or she interacts with as well. This is especially true for teachers, who have an immeasurable influence on their students. Thus, it is important to study the many variables relating to job satisfaction in an attempt to identify those variables or conditions that could be modified, leading to increased feelings of job satisfaction, motivation, and well being.

David K. Griffin is an assistant professor in the Fischler School of Education and Human Services at Nova Southeastern University in Ft. Lauderdale, FL. griffida@nova.edu

Review of the Literature

Job satisfaction has been the focus of countless studies. Over 40 years ago, Neff (1968) reported that the average individual spends two-thirds of his/her life engaged in work. With a significant portion of our lives spent in the workforce, it makes sense to examine the many variables surrounding what is often referred to as “job satisfaction”.

Satisfaction in a job means different things to different people, and job satisfaction is a complex concept that is influenced by, and influences other variables. To come to a basic understanding of what job satisfaction really entails, I will review of some of the theories that account for individuals’ feelings of job satisfaction.

Gruneberg (1976) defined job satisfaction as the total cluster of feelings an individual had about his job. He indicated that the nature of the job itself, the pay, the work environment, etc. were all important variables that led to a feeling of job satisfaction. Schultz (1982) indicated that job satisfaction is “the

psychological disposition of people toward their work” (p. 287). Thus, as with Gruenberg’s (1976) definition, job satisfaction is not limited to a single factor such as salary, but is dependent on a collection of work related tasks or activities. Okafor (1985) provided a definition of job satisfaction as well as job dissatisfaction. He stated that job satisfaction is the worker’s appraisal of the extent to which the work environment fulfills his or her requirements, while job dissatisfaction is a negative feeling toward one’s job that can be related to outcomes that are counterproductive.

Just as several definitions relating to job satisfaction have been proposed, numerous theories have been developed that attempt to explain why people differ in respect to satisfaction with their jobs. Many of the early studies assumed that job satisfaction had a unidimensional characteristic. In this sense, the same variables of the job determined satisfaction and dissatisfaction. Herzberg, Mausner, and Snyderman (1959) proposed a two-factor theory of job satisfaction. Here, the primary determinants of satisfaction are the intrinsic aspects of the job (motivators; e.g. recognition, promotions, etc.), and the primary determinants of job dissatisfaction are the extrinsic factors (hygienes; e.g. salary, working conditions, etc.). Thus, job satisfaction results when intrinsic aspects of work promote feelings of happiness in the worker, and job dissatisfaction results when the extrinsic factors are considered. Criticisms of this model indicate that the same factors can cause both satisfaction and dissatisfaction (Brunetti, 2001, U.S. Department of

Education’s National Center for Statistics, 2007).

Davis (1981) proposed a three-component model of job satisfaction; facet-free, facet-specific, and overall. He explained that facet-free is a general feeling toward one’s work. Facet-specific relates to job comfort, challenge, pay, co-worker relations, promotion, and resource adequacy. Overall job satisfaction is a weighted index of the other components.

Various Factors Relating to Job Satisfaction/Dissatisfaction

Researchers have studied factors relating to job satisfaction for years. These studies set the foundation for the current research on job satisfaction. Researchers have also, over the past several years, attempted to isolate components of the job which appear to affect workers’ satisfaction or dissatisfaction. One variable that has been studied extensively is that of compensation or salary. Locke (1976) found that the amount of pay a person receives plays an important role in job satisfaction, however Kessler (1982) found a gender effect; there was a positive relationship between personal income and well-being for men, but not so for women. Purohit and Lambert (1983) reported that a sense of accomplishment, use of training, learning opportunities, and relationship with co-workers all added to job satisfaction besides the amount of pay. Thus, many of the studies which examine job satisfaction indicate that the amount of pay a worker receives is important; however, it is not the only factor leading to job satisfaction. Other factors relating to job satisfaction include task

complexity (Moseley, 1988), and the ability to control the nature and pace of the job (Walsh, 1982). Needless to say, factors relating to job satisfaction vary from person to person, and job to job.

There is also a body of research focusing on variables relating to job dissatisfaction. These variables include burnout (Newcome & Clark 1985), employee strikes (Okafor, 1985), turnover (Griffeth, Hom, & Gaertner, 2000), as well as poor job performance and decreased productivity (Beatty & Schneier, 1977), and stress (Eichinger, 2000).

Demographic Variables and Job Satisfaction

The literature also contains numerous studies which evaluate the relationship between demographic variables and job satisfaction. When looking at how a person's age correlates with job satisfaction, Herzberg, Mausner, Patterson, and Capwell, (1957) found that job satisfaction started high, declined, and then started to improve again with increasing age in a U-shaped curve. The rationale here was that as one gets older, one's prestige and confidence also increases, which in turn is related to job satisfaction. Also, the extrinsic rewards of work tend to increase with age. An interesting explanation for this is proposed by Wright and Hamilton (1978); as individuals enter the work force, they have very high hopes of success. These high hopes are lowered as they encounter difficulties attaining their goals. As a result, as they become older, they tend to be satisfied with less.

Another variable associated with job satisfaction is that of gender. In his research, Gruneberg (1979) concluded that female workers were less concerned with career aspects and more concerned with social aspects of the job; however, the general consensus concerning gender differences and job satisfaction is that the difference between the two sexes is not large enough to be of value in the practical sense.

Job Satisfaction in Teacher Education

Over the past 30 years, there have been many research articles focusing on teachers' levels of satisfaction with their jobs.

In 1981 Sweeney reported that 23% of the teachers surveyed reported dissatisfaction with their jobs. Heller (1992) found that only 58% of the teachers in his study reported satisfaction with their job, while Moore, (1987) reported that more than half of the teachers in her study reported dissatisfaction with the choice of teaching as a career. Reasons given for dissatisfaction included low status, poor pay, and lack of power.

Oakes (1980) indicated that English teachers reported higher levels job satisfaction than those who taught other subjects, while Perie and Baker (1997) indicated that elementary teachers reported higher levels of job satisfaction than secondary teachers. When looking at teachers' job satisfaction and gender, McConaghy (1993) found that female teachers reported higher levels of job satisfaction than male teachers. As for the relationship between the teacher's age and job satisfaction, Dinham and Scott (1996) found no significant relationship between age and

teacher job satisfaction. Thus, as the research indicates, a single variable alone can not be a predictor of job satisfaction/dissatisfaction.

Baughman (1996) found that various workplace factors (supportive principals, focus on academic excellence, morale) were important determinants of job satisfaction among New York state teachers. Likewise, Perie and Baker (1997) found that administrative support (among other extrinsic factors) led to teachers' feelings of job satisfaction.

Kreis and Brookopp (1986) found that teachers report higher levels of job satisfaction when they have greater autonomy in the classroom. Thus, the feelings of being in control of what is taught and the ability to make important classroom decisions can lead to increased job satisfaction. This is similar to the findings of Rathmann (2002). He researched the level of job satisfaction of teachers employed in Lutheran schools, and found that they reported high levels of fulfillment. This is an interesting finding, since teachers in private schools in the United States are usually paid less than those in public schools. In 1998, McClure, Weidman, and Sharp reported private school teachers cited low salaries as a reason for job dissatisfaction. According to Rathmann (2002), the Lutheran teachers felt that their job as teachers was a religious calling, which provided satisfaction, despite the lower-than-average salary. Additionally, the Lutheran teachers reported high levels of autonomy, and a great deal of freedom to plan what goes on in the classroom, which as indicated above, leads to higher levels of job satisfaction.

Mertler (2002) reported that 23% of the teachers in his study indicated dissatisfaction with their jobs as teachers, while males reported a greater level of satisfaction than females. Brunetti (2001) found different results in a study of high school teachers. He reported that teachers in his study were highly satisfied with their jobs, and one reason leading to this feeling of satisfaction was being able to watch the students learn and grow. Interestingly, he also reported that salary, benefits, and job security were less important variables related to job satisfaction as compared to a belief that they (the teachers) had a positive impact in the classroom.

Stempien and Loeb (2002) compared overall job satisfaction between regular education and special education teachers, and reported that teachers who taught students with special needs reported more job dissatisfaction. To account for this difference, these authors reported that stress and frustration are possible causes related to job dissatisfaction. Additionally, student achievement in many special education classrooms is at a much slower rate as compared to regular education classrooms, and lack of (or limited) achievement or student progress could account for dissatisfaction.

Morgan and O'Leary (2004) reported that the single most important factor relating to job satisfaction in their study was perceived level of support. They looked at job satisfaction of relatively new teachers (six to 18 months in the classroom), and the level of support these new teachers deemed important was that from other classroom teachers. In other words, new teachers would benefit not only from

mentoring provided by experienced teachers, but also social support from teachers in the same school.

In another approach, the U.S. Department of Education's National Center for Statistics surveyed 9,000 teachers 10 years after completing their bachelor's degrees. The findings in *The Educational Digest* (2007) indicate that 93% of the teachers reported satisfaction with their jobs. Additionally, the findings reported that more than 50% were still in the teaching profession. This disputes other findings that attrition is at a high rate among teachers (Alliance for Teacher Education, 2005). Of those who left the teaching profession, only 13% reported that salary was the main reason for leaving. Thus, this finding again demonstrates that compensation appears to be only one factor leading to job dissatisfaction/satisfaction.

Importance of Studying Teachers' Levels of Job Satisfaction

Finally, it is worthwhile to ask the question, "Why is it important to study factors relating to job satisfaction among teachers?" Teachers have a vast influence on the lives of others, and the role that teachers play in the lives of children is immeasurable. Additionally, the morale of teachers can have a significant impact on student learning in the classroom (Lumsden, 1998). Thus, how satisfied a teacher is with his or her job can have dramatic affects on their life and the lives of others. This directly relates to the philosophy of Invitational Education (IE), as introduced by Dr. William Purkey in the 1970's.

Purkey and Strahan (1995) summarize this approach by indicating its aim is to promote an overall school climate that is welcoming, and looks beyond the goals of only student achievement. Purkey and Strahan continue to explain that the IE approach attempts to make schools places that are satisfying to not only the students, but to the staff, teachers, parents, and members of the community, as well. Thus, the classroom should provide an inviting environment and be structured so that everyone can experience success. To accomplish this goal, Steyn (2006) emphasizes that teachers are the most important people in the schools, because "everything happens in the classroom" (p. 26). Steyn continues to add that teachers must have a positive attitude and demonstrate commitment to the IE approach for it to be effective.

Purkey (1992) discusses the four basic assumptions of trust, respect, optimism, and intentionality related to this theory. These key elements are important to promote this fulfilling school experience for all involved.

First of all, Trust is a crucial component that must be present in the classroom (Purkey, 1992). The students need to have a sense of trust that they are in a safe environment and will be treated without prejudice. Likewise, there needs to be the feeling of trust between the teachers, and between the teachers and the administrative staff. This sense of trust can promote cooperation and collaboration, and it can enhance the overall classroom environment. Finally, parents need to have trust that the classroom teacher will provide the best possible learning experience for their children. Lack of trust can promote feelings

of uneasiness and create an environment filled with anxiety.

Respect is also a key element that needs to be present in the school environment (Purkey, 1992). Teachers need to treat students with respect, and, likewise, they need to be shown respect by students and parents. Members of the administration need to treat teachers respectfully to enhance their feelings of self-worth, and in turn, promote an environment where learning can occur. Purkey (1970) emphasized the importance of self-esteem building to promote healthy growth and development. Students and teachers need to feel that they are important and valued because of their unique strengths. There needs to be the mutual feeling of respect between the parent(s) and the teacher(s) to further reinforce the positive classroom experience. Lack of respect can lead to lower feelings of self-worth. For students, this can result in failure in the classroom, and for teachers this can lead to feelings of dissatisfaction in their teaching position.

Optimism is important for students, as well as teachers (Purkey, 1992). Students need to feel that they can be successful in the classroom, and teachers need to believe that they can make a positive impact on their students. School administrators should display this sense of optimism by supporting the feeling of self-direction in teachers. This overall feeling of independence supports the notion that “students want to learn, and they will learn in a cooperative and supportive environment” (Purkey & Strahan, 2002, p. 12).

Finally, Intentionality in the classroom refers to the “what/how/and why” teachers do what they do (Purkey, 1992). Each teacher has a unique approach to pedagogy. Teachers are trained in what to teach and why they need to teach it; however, each teacher develops his or her own creative approach to teaching the subject matter (the how”). When restrictions are placed on this element, boredom in the classroom can result, and student failure, as well as teacher job dissatisfaction, is likely to occur. As Steyn (2006) indicates, “Creating an inviting school environment requires the cultivation of shared values and the development of an appreciation for the value of staff working together and caring about each other” (p. 26).

In summary, if variables related to job dissatisfaction can be identified and addressed, hopefully the results will be seen in a more positive classroom environment and significant academic achievement of students. Teachers who have this sense of job satisfaction are more likely to create a classroom environment that promotes the elements of trust, intentionality, respect, and optimism (Purkey, 1992).

The Purpose of this Study

This exploratory study looks at the self-reported motivation and job satisfaction in two groups of teachers: Those who teach in Nassau, The Bahamas, and those who teach in Jamaica. Most of the research looking specifically at classroom teachers and job satisfaction focus on American or European teachers; thus, this study is somewhat different in that it focuses only on Bahamian and Jamaican teachers.

Methodology

Participants

A total of 168 teachers completed the survey. Of these, 93.5% were female, and 44.6% taught in The Bahamas. A total of 69.0% taught in elementary schools, 12.5% taught in the middle/junior high, and 18.5% taught in high schools. As for number of years teaching, 51.2% reported between 1 and 10 years experience, 36.3% reported between 11 and 25 years, and 12.5% reported more than 26 years teaching experience. As for the age of respondents, 47.6% reported they were between 31 and 45 years old. Table 1 contains a summary of these data.

The Bahamian teachers who completed the survey were from the greater Nassau area, while the Jamaican teachers who completed the survey were from four different geographic areas (Kingston, Montego Bay, Mandeville, and Browns Town). Participants were recruited by the author, and individually asked to complete the survey. All responses were anonymous; teachers were told not to put their names on the questionnaires. The author record the respondent's initials, school location, and grade level to prevent duplicate responses. No teacher who was asked to participate in the study declined. Teachers were thanked for their participation, and they were given the email address, toll-free phone number, and mailing address of the author in case they wanted information relating to this study.

Measurements

Numerous survey instruments are available to measure job satisfaction; however, few are designed to measure job satisfaction specifically within the profession of teacher education. One job satisfaction survey instrument that has been used successfully with teachers in the past is the "Teacher Motivation and Job Satisfaction Survey" (Mertler, 2002b) (Appendix). This survey has been used both live and in an online (Web-based) format (Mertler, 2002b). It asks the respondent to rate his or her overall level of satisfaction relating to his or her teaching position, as well as asks the respondent to rate various items/activities/behaviors that would serve as potentially motivating factors for teachers. Respondents rate items based on a 5-item Likert scale. A paper-pencil format for completing the survey was used due to the nature of limited internet access in both Nassau and Jamaica. (Even though Internet access is available in most areas, it can be costly to access and sporadic in some locations.

Table 1.

Summary of General Information

	Teachers in The Bahamas (N = 75)	Teachers in Jamaica N = 93)
Gender		
Male (n = 11)	9.3%	4.3%
Female (n = 157)	90.7%	95.7%
Age		
21-30 Years (n = 47)	37.3%	20.4%
31-45 Years (n = 80)	37.3%	55.9%
46 Years and older (n = 41)	25.3%	23.7%
Number of Years Teaching Experience		
1 - 10 Years (n = 86)	46.7%	54.8%
11 - 25 Years (n = 61)	41.3%	32.3%
26 Years and more (n = 21)	12.0%	12.9%
School Level		
Elementary (n = 116)	82.7%	58.1%
Middle/Jr. High (n = 21)	6.7%	17.2%
High School (n = 31)	10.7%	24.7%

Thus, a pencil/paper version was used to avoid the cost/limited availability of accessing the Internet).

Items on the Teacher Motivation and Job Satisfaction Survey are aligned with the key elements of Invitational/Educational Theory; teachers are asked to rate elements of their

jobs, such as: Recognition, Interpersonal Relationships, Sense of Achievement, Responsibility, Sense of Accountability, etc.

Results

The survey questionnaires were reviewed for completeness (no missing items and no

duplicate responses) and entered into a computer for analysis. Since several of the chi-square analyses resulted in cells with either low or no frequencies, cells were collapsed to make the analysis more meaningful (for example, the categories “very satisfied” and “satisfied” were combined, and the categories “dissatisfied” and “very dissatisfied” were combined).

When looking at overall job satisfaction, 46.4% ($n = 78$) of those surveyed reported that they were either “Satisfied” or “Very Satisfied” with their jobs as teachers. A total of 35.1% ($n = 59$) reported either “Dissatisfied” or “Very Dissatisfied”. Teachers in The Bahamas ($n = 75$) reported higher levels of job satisfaction than teachers in Jamaica ($n = 93$) ($\chi^2 = 24.775, p < .001, df = 2$).

Overall, elementary school teachers reported higher levels of job satisfaction ($\chi^2 = 13.167, p = .010, df = 4, n = 168$) as compared to the reported overall job satisfaction of middle school and high school teachers. When looking at country specific data, elementary school teachers in Jamaica ($n = 25$) reported higher levels of job satisfaction ($\chi^2 = 11.854, p = .018, df = 4$) than middle or high school teachers in Jamaica. For teachers in The Bahamas, however, no statistically significant differences were found when looking at overall job satisfaction and grade level taught (elementary, middle/junior high, or high school).

In reviewing the data for the total sample, teachers who had been in the field for more than 26 years reported higher levels of job satisfaction ($\chi^2 = 27.665, p = .001, df = 8, n =$

21). When looking at country-specific data, for teachers in Jamaica, results indicate that those who have been teaching longer than 26 years ($n = 12$) reported higher levels of job satisfaction ($\chi^2 = 20.084, p = .003, df = 6$) as compared to those who had been teaching less than 10 years. The opposite was found for teachers in The Bahamas. Here, teachers who have been in the field for less than 10 years reported higher levels of job satisfaction than teachers who have been in the field for more than 26 years ($\chi^2 = 15.182, p = .019, df = 6, n = 35$).

As for gender, male teachers ($n = 11$) reported higher levels of job satisfaction ($\chi^2 = 21.9, p < .001, df = 4$) than female teachers. When looking at country specific data, male teachers in The Bahamas reported higher levels of job satisfaction ($\chi^2 = 11.627, p = .009, df = 3, n = 7$) than male teachers in Jamaica.

When looking at the teacher’s age, teachers over the age of 46 reported higher levels of job satisfaction ($\chi^2 = 25.093, p = .001, df = 8, n = 41$) than those under the age of 46. This finding held for teachers in The Bahamas ($\chi^2 = 20.183, p = .003, df = 6, n = 19$) and for teachers in Jamaica ($\chi^2 = 12.242, p = .05, df = 6, n = 22$).

When asked if they would choose teaching again as a career, 60.1% of the total group of teachers reported that they would not. For teachers in The Bahamas, 58.7% reported they would not choose the same career, and 61.3% of the teachers in Jamaica indicated likewise (results were not statistically significant).

Older teachers (over 46 years of age) reported that they were more likely to choose teaching again for a career as compared to younger teachers ($\chi^2 = 28.850, p < .001, df = 4, n = 41$). This finding held true for both teachers in The Bahamas ($\chi^2 = 13.483, p = .001, df = 2, n = 19$) and teachers in Jamaica ($\chi^2 = 21.675, p < .001, df = 4, n = 22$).

When asked if they felt that other teachers with whom they worked demonstrated motivation, no significant differences were found in gender, setting, or years experience; however, more teachers in Nassau ($n = 39$) reported that the teachers with whom they worked showed higher levels of motivation than reported by the teachers in Jamaica ($n = 36$) ($\chi^2 = 16.6, p < .001, df = 2$).

The respondents were next asked to rate various items/activities/behaviors they felt would serve as potential motivators for teachers. A sample of the results relating to these factors will be presented next. (Refer to Table 2 for additional information)

Younger teachers (age less than 30) were more likely to indicate salary would be a motivating factor as compared to older teachers ($\chi^2 = 29.800, p < .001, df = 8, n =$

47). This was also true for teachers in The Bahamas as compared to teachers in Jamaica ($\chi^2 = 39.334, p < .001, df = 4, n = 75$). Interestingly, when looking at the relationship between gender and salary as a reported motivating factor, a significant number of males and females in the total sample ($n = 168$) rated salary to be either un-motivating or highly un-motivating ($\chi^2 = 13.924, p = .008, df = 4$).

Teachers who had been in the field for less than 10 years ($n = 86$) reported that job security would serve as a motivating factor as opposed to teachers who had been in the field longer ($\chi^2 = 20.945, p = .007, df = 8$). Likewise, job security was reported to be more of a motivating factor for teachers in The Bahamas as compared to Jamaican teachers ($\chi^2 = 24.507, p < .001, df = 4, n = 75$).

Status (the professional status relating to teaching) was reported to be more of a motivating factor by teachers in The Bahamas ($\chi^2 = 23.671, p < .001, df = 4, n = 75$) than for teachers in Jamaica.

Table 2.

Motivating Factor by Country

	Country		χ^2	<i>p</i>	<i>df</i>
	Jamaica	Bahamas			
Motivating Factor					
Potential for professional growth		Significant	10.844	.028	4
Salary		Significant	39.334	< .001	4
Job security		Significant	24.507	< .001	4
Status (as a teacher)		Significant	23.671	< .001	4
Interpersonal relations with administrators		Significant	18.141	< .001	3
Interpersonal relations with students	Significant		10.352	.035	3
Interpersonal relations with colleagues		Significant	29.496	< .001	3
Job security		Significant	24.507	< .001	4
Sense of accountability (responsible for student learning)		Significant	15.360	.002	3
Sense of achievement		Significant	14.787	.002	3
“Teacher of the year” award		Significant	14.170	.007	4

Teachers who had been in the field more than 26 years ($n = 21$) rated interpersonal relationships with administrators as a motivating factor higher than teachers who had been in the field less than 26 years ($\chi^2 = 17.202, p = .009, df = 6$), and teachers in The Bahamas rated this variable higher than teachers in Jamaica ($\chi^2 = 18.141, p < .001, n = 75$) as a motivating factor.

Working conditions were rated as a variable that would be highly motivating by the Bahamian teachers more so than the Jamaican teachers ($\chi^2 = 39.468, p < .001, df = 4, n = 75$).

Table 2 contains a summary of the statistically significant results.

Discussion

The general results of this study indicate that the Bahamian teachers reported higher levels of job satisfaction than the Jamaican teachers. The Bahamian teachers were from the greater Nassau area, while the Jamaican teachers were from four different cities, as discussed previously. Teachers from Brown's Town and Mandeville, Jamaica generally teach in a more rural area; thus, it is possible that the teaching facilities, availability of classroom supplies, etc., are at a lower level for teachers in these geographic locations. (As indicated above, the variable of working conditions proved to be significant). These variables are related to the intentionality element of IE; the ability to create and maintain an environment that "invites" development. If one does not have the ability to create this stimulating

environment due to lack of resources, a feeling of job dissatisfaction can result.

Relationships with administrators (overall interactions with those in authority positions) was rated as a highly motivating factor. This is supported by Asbill and Gonzalez (2000) who found a relationship between positive principal-teacher interactions and teacher job satisfaction. Egley (2003) found similar results and emphasized the importance of a supportive principal-teacher relationship. Likewise, potential for advancement (the possibility of improving one's professional skills) was rated as highly motivating. Both of these variables are directly related to Purkey and Strahan's (2002) approach to Invitational Education. Working in a classroom environment where there is administrative support enhances the elements of respect, trust, optimism and intentionality. The overall feeling that there is a potential for advancement relates to the key element of Optimism.

Additionally, male teachers in this sample reported higher levels of job satisfaction, which is a different finding from what Mertler (2002a) reported. This could most likely be due to the cultural differences as a result of the different samples (Bahamian/Jamaican teachers and US teachers) between this study and the Mertler study; however, it is important to note that only 11 male teachers participated in this study. Thus, caution should be emphasized when making gender comparisons.

Salary was reported to serve as a more important motivator for teachers in The

Bahamas, male teachers, and younger teachers. Even though there was a relatively small sample of male teachers, traditionally, males have been the source of income for the family (currently not always the case in many countries). Perhaps this was the reason for this finding in Bahamian/Jamaican teachers. Younger teachers frequently have financial responsibilities resulting from their education (loans, etc.), as well as financial responsibilities relating to establishing a family, home, etc.; thus, higher salaries might be more important for them than other aspects of the job.

Summary and Concluding Discussion

It is crucial for teachers to have an overall positive feeling of job satisfaction and motivation to create a classroom environment that is conducive to overall development of the student. This overall development goes beyond academic achievement, as emphasized by the philosophy of Invitational Education; the focus is on the overall well-being of the student. Thus, if specific elements of a teacher's job that lead to job dissatisfaction can be identified, it may be possible to address these areas in hopes of bringing about positive classroom changes. Additionally, these variables should be considered by administrators when hiring new teachers or evaluating existing teachers in relationship to overall job satisfaction and motivation. Again, by identifying specific correlates of job satisfaction/dissatisfaction, changes could be implemented to bring about more positive feelings relating to job satisfaction, which may result in the

teachers' ability to create a classroom environment that is inviting, and a place where respect, trust, optimism, and intentionality are modeled.

Study Limitations

Due to the fact that teachers were asked to complete the survey questionnaire individually, this resulted in a reduced number of responses as compared to the number which might have been obtained using a Web-based approach, as described by Mertler (2002b). It was felt that teachers in The Bahamas and Jamaica could complete the survey easier "in person," as opposed to accessing it through the Internet. This approach provided a total of 168, and, of these, only 11 were male teachers. As Internet access becomes more available/affordable (especially in Jamaica), a Web-based survey approach could be investigated. This would generate a much larger sample size, which would be more representative of the teachers in the two locations.

Secondly, the survey instrument used has been used successfully with teachers in the past; however, the psychometric properties for this instrument have yet to be established. Additionally, a factor analysis was not conducted on the survey instrument utilized.

The teachers who completed the survey in the The Bahamas were from the greater Nassau area. Those who completed the survey in Jamaica were from four different areas; Kingston, Montego Bay, Brown's Town, and Mandeville. It is possible that

teachers in different locations of the countries might respond differently. Thus, the results can only be generalized to reflect this limitation. Finally, this study could be strengthened by including qualitative data; perhaps personal interviews with a select sample of the teachers to further investigate factors relating to motivation and job satisfaction could be conducted. Even though this approach would require a significant amount of time, the quantitative

data obtained could be enhanced by including interview responses. Likewise, it would be interesting to interview or survey teachers who left the teaching profession, to investigate why (specifically) they chose to leave. Thus, specific factors relating to job dissatisfaction could be identified and potential changes could be implemented to reduce overall feelings of job dissatisfaction resulting in a more positive, nurturing environment.

References

- Alliance for Teacher Education, (2005). *Teacher attrition: A costly loss to the nation and to the states*. Retrieved from <http://www.all4ed.org/files/archive/publications/TeacherAttrition.pdf>.
- Asbill, K. & Gonzalez, M. L. (2000). Invitational Leadership: Teacher perceptions of inviting principal practices. *Journal of Invitational Theory and Practice*, 7, 14 – 27.
- Beatty, R. W., & Schneier, C. C. (1977). *Personnel administration: An experimental skill-building approach*. Reading, Ma: Addison-Wesley Publishing Company.
- Baughman, K. S. (1996). Increasing teacher job satisfaction: a study of the changing role of the secondary principal. *American Secondary Education*, 24(3), 19-22
- Brunetti, G. J. (2001). Why do they teach? A study of job satisfaction among long-term high school teachers. *Teacher Education Quarterly*, 28(3), 49-74.
- Davis, F. W. (1981). Job satisfaction and stress. *Journal of Physical Education, Recreation, and Dance*, 52, 37-38.
- Dinham, S., & Scott, C. (1996). Teacher satisfaction, motivation, and health: Phase one of the Teacher 2000 Project. *Paper presented at Annual Meeting of the American Research Association*. New York, NY.
- Egley, R. (2003). Invitational leadership: Does it make a difference? *Journal of Invitational Theory and Practice*, 9, 57-70.
- Eichinger, J. (2000). Job stress and satisfaction among special education teachers: Effects of gender and social role orientation. *International Journal of Disability, Development, and Education*, 47, 399-412.

- Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management*, 26(3), 463-479.
- Gruneberg, E. (1979). *Understanding job satisfaction*. New York: John Wiley and Sons.
- Gruneberg, E. (1976). *Job satisfaction - A reader*. New York: John Wiley & Sons.
- Heller, H. W. (1992). Factors related to teacher job satisfaction and dissatisfaction. *ERS Spectrum*, 10(1), 20-24.
- Herzberg, F., Mausner, B., Patterson, R. O., & Capwell, D. F. (1957). *Job attitude: Review of research and opinion*. Pittsburgh: Psychological Services of Pittsburgh.
- Herzberg, F., Mausner, B., & Snyderman, B., (1959). *The Motivation to Work* (2nd ed.) New York: Wiley.
- Kessler, R. C. (1982). A disaggregation of the relationship between socioeconomic status and psychological distress. *American Sociological Review*, 47, 752-764.
- Kreis, K. & Brookopp, D. Y. (1986). Autonomy: A component of teacher job satisfaction. *Education*, 107, 110-115.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In *Handbook of Industrial and Organizational Psychology*, (M. D. Dunnett, Ed.) Chicago: Rand McNally College Publishing Company.
- Lumsden, L. (1998). Teacher morale (ERIC Digest, Number 120) Eugene OR: ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED422601).
- McClure, M. W., Weidman, J. C., & Sharp, L. M. (1998). Teaching career paths and teacher education reforms. *Education Administration Quarterly*, 24, 200-221.
- McConaghy, T. (1993). A profile of the teaching profession in Canada. *Phi Delta Kappan*, 74(6), 502-503.
- Mertler, C. A. (2002a). Job satisfaction and perception of motivation among middle and high school teachers. *American Secondary Education*, 31(1), 43-53.
- Mertler, C. A. (2002b). *Teacher motivation and job satisfaction of public school teachers*. (Unpublished master's thesis). Ohio State University, Columbus, OH.
- Moore, B. M. (1987) *Individual differences and satisfaction with teaching*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- Morgan, M., & O'Leary, M. (2004). A study of factors associated with the job satisfaction of beginning teachers. *The Irish Journal of Education*, 35, 73-86.
- Moseley, C. (1988). Job Satisfaction Research: Implications for supported employment. *Journal of The Association for Persons with Severe Handicaps*, 13, 211-219.
- Neff, W. S. (1968). *Work and human behavior*. New York: Atherton Press.

- Newcome, L. H., & Clark, R. W. (1985). Faculty burnout measured. *NACTA Journal*, 29, 26-30.
- Oakes, J. (1980). 208 English teachers; A study of schooling in the United States. *Technical Report Series, No. 11*. Dayton Ohio: Institute for Development of Educational Activities.
- Okafor, A. (1985). An investigation of job satisfaction of unionized and nonunionized office workers. *Delta Pi Epsilon Journal*, 27, 48-59.
- Perie, M., & Baker, D. P. (1997). *Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation*. (Statistical analysis report) Washington DC: American Institutes for Research.
- Purkey, W.W. (1992). An introduction to Invitational Theory. *Journal of Invitational Theory and Practice*, 1(1) 5-15.
- Purkey, W (1970). *Self-concept and school achievement*. Englewood Cliffs, NJ: Prentice-Hall
- Purkey, W.W., & Strahan, D. (2002) *Inviting positive classroom discipline*. Westerville, OH: National Middle School Association.
- Purkey, W.W., & Strahan, D. (1995). School transformation through invitational education. *Research in the Schools*, 2(2), 1-6.
- Purohit, A. A., & Lambert, R. L. (1983). Intrinsic and extrinsic job satisfaction characteristics among pharmacy students. *American Journal of Pharmaceutical Education*, 47, 19-23.
- Rathmann, R. (2002) Job satisfaction among those teaching in Lutheran schools. *Lutheran Education*, 138(1), 43-55.
- Schultz, D. P. (1982). *Psychology and industry today*. New York: Macmillan.
- Stempien, L. R., & Loeb, R. C. (2002). Differences in job satisfaction between general education and special education teachers. *Remedial and Special Education*, 23(2), 258-267.
- Steyn, G. M. (2006). A Qualitative study of the aspects influencing the implementation of Invitational Education in schools in the United States of America. *Journal of Invitational Theory and Practice*, 12, 17-36.
- Sweeney, J. (1981). Professional discretion and teacher satisfaction. *The High School Journal*, 65(1), 1-6.
- Walsh, E. J. (1982). Prestige, work satisfaction and alienation: comparisons among garbage men, professors, and other work groups. *Work and Occupation*, 9, 475-496.
- Wright, J. D., & Hamilton, R. F. (1978). Work satisfaction and age: Some evidence for the 'Job Change' Hypothesis. *Social Forces*, 56, 1140-1158.
- U.S. Department of Education's National Center for Statistics. (2007). Teachers report high job satisfaction. In *The Educational Digest*, 73(1), 74-75.

Appendix A

Teacher Motivation and Job Satisfaction Survey (Mertler, 2002b)

Please answer every item. Since you do not need to put your name on this form, your responses are anonymous.

	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1. What is your overall level of satisfaction with your job as a teacher?					
2. If you had the opportunity to start over in a new career, would you choose to become a teacher?	___ YES ___ NO				
3. Generally speaking, do you believe that the teachers with whom you work are motivated?	___ YES ___ NO				
4. How many teachers that you know or work with would you classify as unmotivated?	___ 1 - 2 ___ 3-4 ___ 5-6 ___ 7-8 ___ 9-10 ___ > 10				

5. On the following 5-point scale, indicate the degree to which each of the following serve as a motivating factor or an unmotivating factor for teachers by placing an X in the appropriate box.

	HIGHLY UNMOTIVATING	UNMOTIVATING	NEUTRAL	MOTIVATING	HIGHLY MOTIVATING
recognition (e.g., receiving praise from administrators, parents, students, or others)					
potential for professional growth (e.g., possibility of improving one's own professional skills)					

supervision by superiors (e.g., overall competence of superiors)					
interpersonal relationships with colleagues (e.g., interaction with other teachers)					
salary (e.g., financial compensation)					
job security (e.g., tenure)					
status (e.g., professional status of teaching)					

On the following 5-point scale, indicate the degree to which each of the following serve as a motivating factor or an unmotivating factor for teachers by placing an X in the appropriate box.

	HIGHLY UNMOTIVATING	UNMOTIVATING	NEUTRAL	MOTIVATING	HIGHLY MOTIVATING
interpersonal relationships with administrators (e.g., interaction with administrators)					
sense of achievement (e.g., experiencing success)					
working conditions (e.g., building conditions, amount of work, facilities available)					

district policies (e.g., overall effects of the district as an organization)					
teacher evaluation (e.g., appraisal of classroom instruction by evaluator)					
responsibility (e.g., autonomy, authority and responsibility for own work)					
potential for advancement (e.g., possibility of assuming different positions in the profession)					
work itself (e.g., aspects associated with the tasks of teaching)					
factors in personal life (e.g., effects of teaching on one's personal life)					
interpersonal relationships with students (e.g., interaction with students others)					
sense of accountability (e.g., being held directly responsible for student learning)					

On the following 5-point scale, indicate the degree to which each of the following serve as a motivating factor or an unmotivating factor for teachers by placing an X in the appropriate box

	HIGHLY UNMOTIVATING	UNMOTIVATING	NEUTRAL	MOTIVATING	HIGHLY MOTIVATING
a one-time monetary award (supplemental to the step increase)					
being selected as "Teacher of the Year" in the district					
an instructional workshop offered by the district for a fee					
having students thank a teacher for aiding in the understanding of a difficult concept					
an instructional workshop offered and paid for by the district					
being given the opportunity to participate in teacher projects (e.g., research, curriculum development)					
early retirement/contract buy-out					

observing vast improvement in the achievement levels of one's students since the beginning of the year					
being awarded a plaque by students					
being permitted to purchase additional equipment and supplies for the classroom					

What is your ethnicity? African American Asian American Caucasian Hispanic Other (list)_____

What is your age? 21 - 25 Years 26 - 30 Years 31 - 35 Years 36 - 40 Years 41 - 45 Years
 46 - 50 Years 51 - 55 Years Over 55 years

Including the current school year, how many 1 - 5 years 6 - 10 years 11 - 15 years 16 - 20 Years
years of teaching experience do you have? 21 - 25 years 26 - 30 Years 31 - 35 Years over 35 years

Which best describes your current school setting? URBAN SUBURBAN RURAL

Which best describes your current school level? Elementary School Middle/Junior High School High School

What is your gender? Male Female