

## Abstract

The job satisfaction of teachers of traditional and newly upgraded high schools in Jamaica was studied in relation to their age, gender, qualification and teaching experience. Using an *ex post facto* design and a modified Minnesota Satisfaction Questionnaire, data were collected from a sample of 312 teachers in four traditional and four newly upgraded high schools in Jamaica. Results indicated that about 66.67% of the teachers sampled were fairly satisfied with their jobs. The mean satisfaction score of the teachers was 90.68 out of a maximum score of 150. The mean scores of teachers working in the traditional high schools were higher than those of teachers working in the non-traditional high schools based on age, gender, teaching experience and teaching qualification. There were statistically significant differences in the levels of job satisfaction among the overall sample of teachers based on the main effects (i.e. individual factors) of their gender and qualification, but not based on their age and length of service. Male teachers had a higher level of satisfaction than female teachers. The untrained teachers had the highest level of job satisfaction while the trained diploma teachers were least satisfied with their jobs. The teachers in the overall sample also showed some significant differences in their job satisfaction levels based on the interaction of their age and length of service and of their age, gender and length of service.

There were no statistically significant differences in the job satisfaction levels of teachers by virtue of the school types in which they worked (i.e. traditional vs. newly upgraded high schools), both when considered by main

effects and by interactions of the factors: their age, gender, teaching experience and teacher qualification. This indicates that while teachers show some differences in their job satisfaction levels in Jamaica high schools based on the factors considered in this study, there seems to be some even distribution of their satisfaction across the traditional and newly upgraded high schools, in relation to these factors.