

A B S T R A C T

This investigation sought to compare the level of job satisfaction of language teachers in secondary schools in Jamaica and in the Bahamas, and also to identify the factors most important to job satisfaction.

The dependent variable - Level of Satisfaction - was examined through a Likert-type 20-item questionnaire, and other factors affecting job satisfaction and demographic data were examined through a 25-item questionnaire using both closed format and open-ended questions.

The questionnaires were administered to teachers in Secondary schools in Jamaica and in the Bahamas.

Analysis of the data from 48 respondents utilized the means and standard deviation, and 't' tests, to ascertain the significance of the difference between the two groups.

The results of the study indicated that:

- (1) there is no significant difference between the level of satisfaction of Jamaican language teachers in the Bahamas, and language teachers in Jamaica.

- (2) a) Salary and poor working conditions (an extrinsic reward) were the major disincentives for the teaching profession - 81.25% of the local sample and 68.75% of the overseas sample, and 77.08% of the total sample;
- b) lack of prestige, status, and appreciation (an intrinsic reward) accounted for 20.83% of the total sample; 25% of the local sample and 12.5% of the overseas sample.
- (3) The major incentives for the teaching profession were both extrinsic and intrinsic.
- a) **extrinsic** - hours of work - time flexibility and holidays accounted for 45.83% of total sample; 43.75% of local sample, and 50% of overseas sample.
- b) **intrinsic** - love of children and teaching - 29.17% of total sample, 31.25% of local sample, and 25% of overseas sample.
- (4) Although the sample was small, language teachers in Jamaica in the 10+ years teaching experience category were more satisfied than their counterparts in the Bahamas. These teachers held supervisory posts, so this shows the importance of prestige and one's feeling of self-worth. Language teachers in the Bahamas with 10- years teaching experience were most satisfied, however, showing that the satisfaction of one's extrinsic needs of security override the intrinsic needs initially.

The implications of these results led to a number of recommendations, chief of these being:

Re extrinsic rewards:

- (1) Improve teachers' salary scale;
- (2) Give teachers fringe benefits, and tax relief;
- (3) Improve working conditions; and
- (4) Get assistance from private firms.

Re intrinsic rewards:

- (1) Involve teachers in the decision-making process;
- (2) Improve the status of teachers;
- (3) Lighten the work load to enable teachers to 'enjoy' teaching.