

Abstract

The primary focus of this study was to establish whether or not there were any significant relationships among St. Vincent teachers' factors (age, gender, school type, qualification, teaching experience, school location, union status, otherwise called the independent variables) and their overall levels of job satisfaction under specific indicators (otherwise called the dependent variables). Their overall level of job satisfaction constituted the main independent variable. Using an ex-post-facto design and a modified Minnesota Satisfaction Questionnaire, data were collected from a sample of 694 teachers in 36 primary and 15 secondary schools in St. Vincent. Results indicated the subjects' overall level of job satisfaction was barely "average." The teachers were more satisfied with the intrinsic factors than the extrinsic factors. Statistically significant relationships were found among the teachers' overall level of job satisfaction and (a) teachers' teaching experience in favour of the more experienced teachers; (b) their union membership in favour of the non-members of the teachers' union; (c) their qualification in favour of the trained teachers; and (d) their school location in favour of the rural teachers. These relationships were however, weak. No significant relationships existed among their age, gender, and school type.