

ABSTRACT

This study attempted to find out if there were significant relationships between Decision Making Processes, Organizational Climate, and Teacher Morale. The sample of 107 subjects was drawn from 10 (ten) Post Primary Institutions in Jamaica. The subjects were randomly chosen and different types of schools from different parts of Jamaica were included in the sample.

The variable of Decision Making was considered to be one that would strongly affect perceptions of Morale. The criteria for defining Decision Making Processes followed the Participative/Non-Participative model of comparison. Organizational Climate was considered to be the manifestation of perceptions of Morale and was defined as Productivity, Motivation, and Cohesion. These two variables were found also to be significant statistically to the criterion at the .01 level.

Other Organizational variables which were included in the study were Organizational Structure and Leadership Style. Extraneous variables which may have affected the independent variables were Social Status and Professional variables and these were included in the study.

From the Social Status variables, Mother's Occupation was found to be of significance to the criterion. From the Professional variables, Length of Service was found to be significant to the criterion.

These findings implied that Morale was highest among teachers who participated actively in Decision Making Processes, among those who

perceived that the organization had a healthy Organizational Climate, among those who had served longest in the profession, and among those whose Mother's Occupational Status was high.

The findings also indicated that teachers tended not to experience high Morale generally, although perceptions varied among teachers in individual schools. Decision Making Processes were not generally perceived as being participative, nor was Organizational Climate seen as being very healthy.

Other significant findings included the fact that there appears to be a high rate of teacher turnover from school to school although teachers tend to remain in the profession. Also the variable of Academic Qualifications was not seen as a Professional variable but rather as a Social Status variable.