

ABSTRACT

The study relates job satisfaction of teacher educators in Jamaican teachers' colleges to four groups of 'independent' variables - personal background, leadership style of the Principal, quality of working life, and teacher perception of teacher role. It is based on a survey research using two questionnaires both scored on a Likert-type scale, together with informal interviews.

The main instrument embracing all the variables under examination was first administered on a pilot basis to 50 teacher educators from both private and public institutions, and validated by means of item analyses and Cronbach alpha reliability tests. The restructured instrument was then applied to all teacher educators in seven public institutions yielding 173 responses, the data from which are analyzed by Pearson correlation, step-wise multiple regression and variance analysis techniques.

A subsidiary questionnaire gathered from the seven Principals data relating to the decision-making process in each college, whilst the informal interviews conducted in some colleges helped to determine organizational climate and job satisfaction indicators.

THE MAJOR FINDINGS

The study reveals that:

- (1) In terms of the personal variables, Age and Experience have more influence on job satisfaction than Sex, Position and Qualification.
- (2) Teacher educators perceive the leadership style of the principals as relating to and influencing their job satisfaction with the Initiating Structure aspect influencing more significantly than the Consideration aspect.

- (3) The effect of Initiating Structure exceeds the effect of the Quality-of-Working-Life variables in determining the job satisfaction of teacher educators.
- (4) Social integration as a Quality-of-Working-Life variable accounts for more difference in satisfaction than does Consideration - a leadership style variable.
- (5) No significant relationship is evident between teacher educators' perceptions of their role and job satisfaction.

MAJOR RECOMMENDATIONS

The study makes a number of recommendations aimed at increasing job satisfaction through more effective leadership of the principal, in the areas of goal clarification, team building, delegation, and better management of resources; as well as through the assignment of increased responsibilities in an extended promotional structure.

It also recommends that there be further investigation into:

- (a) what teacher educators perceive to be their role in the colleges, what principals perceive to be the teacher educators' role, and whether congruency of the two perceptions significantly affect job satisfaction;
- (b) how teacher educators perceive the role of the Joint Board of Teacher Education and whether there is any relationship between such perceptions and job satisfaction.