

ABSTRACT

This study examined the relationship between selected organizational, economic, and personal factors and morale of a sample of teachers in the Jamaican Secondary School System. This was done to glean information which could be used to reduce the level of teacher migration from the system. Indications from research and relevant literature are that high levels of migration is a product of low morale, and low morale itself is generated by the interplay of factors within the system.

The investigation was pursued through a research for answers to six (6) questions, based on the relationships being examined. Three instruments were used to gather data from selected sample subjects. These were;-

- i. Interviews with fifteen (15) principals
- ii. A principals' questionnaire [administered to twenty (20) principal sample subjects]
- iii. A teachers' questionnaire [administered to seven hundred and thirty (730) teacher sample subjects].

All sample groups are approximately one percent (1%) of the total population which they represent.

Stratified random sampling was done to select sample subjects to reflect school type and geographic location as indicated by Ministry of Education Statistics 1983. Data gathered was analysed using suitable analytical techniques to

provide answers to the research questions.

Main findings were that significant correlative links exist between the dependent variable morale and the following independent variables;

leadership behaviour, $r = .4711$

physical conditions, $r = .3011$

climate, $r = .5776$

job and comparative salary status, $r = .3237$

self concept, $r = .5543$

self worth, $r = .5733$

initial committance, $r = .2805$.

Other independent variables, namely:-

job security and perceived possibility of ownership, did not show a significant relationship with morale.

Climate was found to be the greatest predictor of morale, accounting for 71% of the correlation with morale. Self concept accounted for 10% of this correlation. Additionally morale scores

i. between teachers who own houses (77%) and those who do not (23%),

ii. between teachers who selected teaching as a career choice (73%) and those who did not (27%)

were significantly different.

There were significant differences in morale scores among

i. teachers of varying levels of academic qualifications, and

ii. school type.

It was also found that

- i. 71% of the teaching force in the secondary system have jobs to supplement their income,
- ii. 73% were committed to the profession when they entered it,
- iii. 45% of the teaching force plan to leave, and
- iv. 39% of the teachers in the system are searching for alternative jobs.

The findings from the survey among principals indicates that most teachers who leave, do so to secure better paying jobs in other sectors. The level of migration (13% of the number of full-time staff employed at each school) is higher than former years, and coupled with the inability to attract replacements have caused a significant increase in the level of vacancies at the Secondary Schools of Jamaica. Teachers are also less involved in extra-curricular activities.