

ABSTRACT

An investigation into relationships among occupational identity and environmental, biographic and psychological variables in secondary school teachers in Jamaica

by

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This study investigated relationships among occupational identity and gender, years of service, the level of responsibility held, the perceived school status and authoritarianism involving 71 secondary school teachers in Jamaica. Correlational analyses revealed that gender, years of service, level of responsibility and school status were not related to their occupational identity.

An analysis of variance showed that significant differences existed between scores obtained on the authoritarian scale, gender and school status: male teachers obtained higher scores on the authoritarianism scale than those obtained by female teachers in secondary schools. In addition, higher scores of authoritarianism were obtained by teachers with shorter years of teaching service as well as those working in schools that were perceived to be of low status than scores of peers who had been teaching over a longer period of time or working in schools they thought to be of high status.

The results are discussed in terms of its usefulness to educators and future investigation into the factors that may affect the occupational identity of secondary school teachers in Jamaica.