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Job Satisfaction and Performance Appraisal: The Teachers' Perspectives

Abstract

The researchers have observed that satisfied teachers produce more; they even go beyond the call of duty in order to ensure the success of their students. On the contrary, the researcher has seen that job dissatisfaction leads to a high attrition rate, conflict among staff and students, neurological disorders and insanity in some cases. Besides, as a senior teacher, I have had the experience of teachers complaining about their performance appraisal scores. The study examined the factors which affect teacher's job satisfaction and consequently, their performance appraisal. The study employed survey research methodology. The data was entered using the Statistical Packages for the Social Sciences (SPSS) for Windows, Version 20.0. Descriptive Statistics was used to examine the sociodemographic characteristics of the sampled population. Data was presented using tables and pie graphs. Cross-tabulations were used to examine the relationship (or not) between two non-metric variables. A p value of $\leq 5\%$ was used to determine statistical significance. The findings were that the highest academic qualification was trained graduate (71.83%), the most rewarding issue about teaching was students' performance and the job satisfaction of sampled respondents showed that most (59.15%) were somewhat satisfied with their jobs. Of significance is that the most rewarding aspect of the job is non-monetary and students' performance. A positive statistical correlation existed between job satisfaction and performance appraisal, with job satisfaction accounting for 31.5% of the variance in performance scores. Policy makers, administrators and researchers can use the current findings to guide new policy frameworks and intervention programs in schools.

Keywords: Attrition, Job satisfaction, Motivation, Performance appraisal, Retention, Teacher.

Introduction

The economic hardship has resulted in global and local recessions. The recession has significantly influenced businesses' viability and within this context many nations are experiencing stagnation of wages (i.e., memorandum of understanding between government and trade unions), rising cost of living and poverty (i.e., redundancies, reduction in hours worked, labor disputes, dissatisfied workers and staff retention). With high profits translating into greater claims for wages, the economic downturn in the Jamaican economy means that employees are unable to demand higher rates to offset the higher costs of living. It can be extrapolated from the aforementioned issues that wage, which a motivator of labor supply, means that many Jamaican workers are disquiet and fearful because of the economic uncertainty that loops over the economy. The fear and economic uncertainty are captured in a study by Powell et al.¹¹⁷ Using a cross-sectional probability survey, Powell et al. found that three in every 10 Jamaicans indicated that unemployment was the second leading national problem and 18 out of every 25 Jamaicans were concerned about the likelihood of being unemployed in the next 12 months, with 21 in every 50 being 'very concerned' about unemployment in the future (survey year is 2007). The reality is, on one side of the coin is economic uncertainty and high cost of living, and on the other side is unmet labor demands and disquiet of workers.

There can be no denial that the wage and worker realities influence the attitude to workers on the job. Wage being a factor of attitude to work was found by Edet, who wrote that "As regards teachers' low integrity at work, the problem surrounding the school system in Cross River State had been that of general slack in morale which stemmed from the lack of recognition, poor earnings which did not meet their needs or the needs of their extended family members under their care."⁴¹ The complexity of the situation in many nations, particularly developing nations, is challenge of balancing the economic downturns, increased cost of living, fixed wages, job satisfaction and job performance (i.e., performance appraisal).

The issues raised above bring into focus (1) job satisfaction and commitment, (2) attitude to work, (3) tenure, (4) factors that influence attitude to work, (5) factors accounting for tenure and (6) the extent of factors influencing attitude to work and tenure. In an empirical research entitled *Employee Attitude and Job Satisfaction*, the researcher noted in the abstract that "area of employee attitudes in general and the most focal employee attitude in particular-job satisfaction: (1) the causes of employee attitudes, (2) the results of positive or negative job satisfaction, and (3) how to measure and influence employee attitudes."¹²³ Based on Saari and Judge's¹²³ findings, the economic climate in Jamaica-the stagnation of wages, higher cost of living and some being skeptical to bargain for high wages-means that this brings into questioning job satisfaction and attitude to work (i.e., performance appraisal). Although one study found that job satisfaction was weakly associated with appraising worker's performance,⁴ there are more empirical studies that have established contrary findings.^{8,22,65,140,141,146} A group of scholars empirically established a strong relationship between higher performance and job commitment, and commitment and good attitude to work.² In fact, in Ahmad et al.'s² work, it was revealed that on an average 20% of the variability in job satisfaction is explained by organizational commitment and attitude toward work. They also found that females were more satisfied with their jobs than their male counterparts.

Ahmad et al.'s² study now brings into sharp focus the likely experiences of Jamaican workers during the economic recession, high cost of living and wage rates stagnation. Despite the local recession in Jamaica, which is influenced by the recession in America,³⁹ the technology and telecommunications industry has been growing but workers therein are still unhappy with their monetary and other non-monetary compensation

rewards. Even in studies on responding to or the financial and/or economic crisis in Jamaica,^{73,75} no investigations emerged that examined appraising workers' performance and job satisfaction in Jamaican schools, more so in a period of economic down and a global discussion of teachers' performance appraisal, with the primary focus being pay-for-performance in the educational system.

The ensuing discussion in Jamaica of pay-for-performance in the educational system means management of people, resources and outcomes. Organizations, therefore, should have interest in motivation, retention and development of staffers.¹⁰⁵ As a resident anthropologist in a traditional high school in the Saint Andrew, having served for the past two decades in different capacities including head of department, the researcher has observed that satisfied teachers produce more; they even go beyond the call of duty in order to ensure the success of their students. On the contrary, the researcher has seen that job dissatisfaction leads to a high attrition rate, conflict among staff and students, neurological disorders and insanity in some cases. The educational institution to which the researcher is currently employed over years has sought to use different strategies to address performance appraisal and job satisfaction. Having no empirical study to use as a guide in the decision-making process, administrators including the researcher have used different trial-and-error approaches and results vary from time to time.

Douglas McGregor's⁹⁵ theory Y postulates that physical and mental works are as natural as play and man will enjoy work provided that it is satisfying. Mc. Gregor's theory also alludes to the fact that man will exercise self-direction and control in achieving the organization's goals if he is committed to them. This view is corroborated by Namuddu¹⁰⁵ who observed that "the performance of employees is critical to the survival of the production process in the organizations." The Ministry of Education has identified some schools as "failing schools."⁹⁸ The performance appraisal is the main tool used by the ministry to ensure that teachers attain the objectives stated by them. The issue that is unresolved in Jamaica is, if teachers are not motivated, particularly in a climate of wage freeze and higher cost of living, how will the nation achieve the required standards stipulated by the Ministry of Education. Within the context of the aforementioned issues and the discussion of pay-for-performance, the researcher believes it is timely to investigate job satisfaction and performance appraisal of teachers in the secondary educational system in Jamaica as this could provide

pertinent information for better decision making in the future decisions that are driven by research.

Over the decades, the Jamaican educational system has been undergoing intense criticism because of the poor academic performance of pupils. As a result of the reality of the poor performance of students, especially those at the secondary and primary levels, there have been the introduction of new curricula, testing and evaluation at lower levels, new trained specialists, more demanded of the teachers and school's administrators. The modifications and transformation of aspects of the educational system in Jamaica explain many discussions of psychological pressures placed on students less than 12 years old. Rt. Hon. Edward Seaga entitled an article 'GSAT in trouble' this speaks volume about the assessment of students at the primary level. He summarized the problem of the GSAT as follows:

The consequence of the excessive homework burden falls on the parent/caregiver who either responds by giving full assistance to the student, or fails to respond, leaving the student to take on the responsibility alone. Obviously, the degree of assistance received will markedly improve the success of the student. Although this is a desirable relationship between parents and children, the first part of the problem starts here.¹²⁷

The GSAT is not a once-a-year problem. It is an insidious problem for the great majority of parents and caregivers, almost daily. This agitation occurs particularly with those responsible for nine and 10-year-old students approaching the dreaded GSAT exam [ination] that is taken at age 11. The heavy burden of homework in preparation for GSAT is occupying from two or three hours. This is a prime grievance.¹²⁷

The perspective forwarded by Seaga examines the pressure of the psychological demands placed on students at the primary level; it did not include the teachers. Seaga's use of the words, "This is a prime grievance," encapsulates psychological stress placed on students as well as teachers to perform at a desired level. The desired level denotes that "The exam [ination] is to ensure students are assigned according to academic merit, not wealth, nor any other form of influence," and this indicates that low performing students will be substantially placed together at certain schools. The stigma that is associated with some schools explains the psychological pressure placed on students as well as their teacher to do well. There is no denial that students who are preparing for the GSAT are in a highly pressure environment^{31,87,127} and a whole lot is expected of them and their teachers.

Luton⁸⁷ wrote an article in the *Jamaica Gleaner* entitled, "GSAT is apartheid" and this is sidelined by policy makers for the sake of performance. Luton⁸⁷ describing the GSAT as the "apartheid of the education system" opined that Thwaites (the current minister of education) said, "This high-stakes terminal examination wreaks fear and trauma among parents and children alike, all because of the perceived and the real absence of quality secondary places;" yet, the examination will be sat by many students come next year and beyond. The dilemma in the educational system in Jamaica does not cease there as some secondary schools are now entitled 'failed schools,' which was done by the former minister of education (the then minister Andrew Holness).⁵⁵ The label 'failed schools' is mostly assigned to those secondary educational institutions that were originally given the low-performing students, failed students. Despite this fact, the teachers are expected to have them perform at the same level on the Caribbean Examination Council examination at the end of fifth form as those who have successfully passed the GSAT in grade six (i.e., primary level) and are adjudged by the same appraisal mechanism.

Powell et al.¹¹⁷ found that education was identified by Jamaicans as the third leading national problem in 2007, which encapsulates the dilemma in the educational system in Jamaica. Many stakeholders blame the teachers at the secondary level for the poor performance of the students without recognizing the earlier socialization, the primary level. Like the Jamaican educational system, Trinidad and Tobago is undergoing the same experience, which is captured by Leslie⁸¹ in an article entitled *Problems with the Secondary Entrance Exams in T and T*. Owing to the current reality in Jamaica like other societies in the world, the new issue is pay-for-performance in the educational system without addressing some of the innate deficiencies that are therein. Many teachers are grossly dissatisfied with their jobs because of their students' performance and the performance appraisal mechanism in spite of the efforts they make to have their students perform at a higher level.

If the educational landscape in Jamaica is unequal, the results at the end of primary or secondary level will reflect this; yet teachers are likely to be assessed on the same outcome measurement, examination passes. The problem is, if ministry of education institutes pay-for-performance, what will it mean for performance appraisal, particularly among teachers at the 'failed schools'? There has been no study done on job satisfaction and teachers' performance appraisal; administrators will continue to use trial-and-error

methods to address the challenges in the educational system. While it has been established that there are clear dissimilarities between effective and ineffective teachers, owing to professional features developed by McBer,⁹³ the appraisal system is not easier to manage. The challenge of many administrators is how to use a standardized performance appraisal measure, which is developed by those outside of the institution, to assess teachers' performance in all educational institutions in Jamaica because they are labelled secondary or primary schools. The research objectives are: (1) Examine the degree of job satisfaction among teachers in secondary educational institutions in Saint Andrew, Jamaica; (2) Evaluate the factors influencing performance appraisal of teachers in secondary educational institutions in Saint Andrew, Jamaica; (3) Determine whether there is a direct statistical association between job satisfaction and performance appraisal of teachers in secondary

educational institutions in Saint Andrew, Jamaica; (4) Assess some of the rewarding issues about teaching among teachers in secondary educational institutions in Saint Andrew, Jamaica; and (5) Evaluate factors of job retention among teachers in secondary educational institutions in Saint Andrew, Jamaica.

Theoretical Framework

Crotty (2005) forwarded a justification for the use of a theoretical framework in research, epistemological thinking (or paradigm). He postulated that "...the philosophical stance that lies behind our chose methodology. We attempt to explain how it provides a context for the process and grounds its logic and criteria."³⁴ Therefore, the current study will employ three theoretical frameworks. One is for attitude to work (Fig. 1), staff tenure (Fig. 1) and attitude, job satisfaction and job performance (Fig. 1).

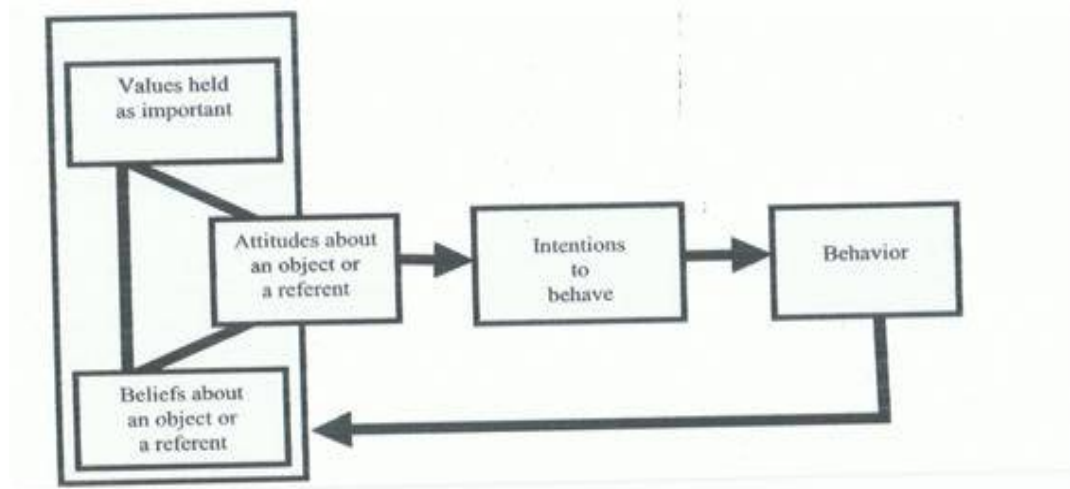


Figure 1.A Model of Attitude

The model of attitudes (Fig. 1) shows that attitude is influenced by values and beliefs and that intention to behavior precedes the actual behavior. Embedded in the model is some identifiable object. Human behavior is in response to some act or action, and that attitude is in reference to some effective component. The effective component denotes the emotional tone which occurs in response toward the object of the attitude.

Attitude to work, therefore, is influenced by socialization (parental influence) and socioeconomic conditions such as social class, income, occupational status and education, which concurs with the literature.^{110,120,121,145} Humans are social agents, meaning that their behavior is an expression of parental socialization as this is one way in which people acquire values, beliefs and attitude to the world and by extension their part therein. It follows that organization

socialization is equally critical to the attitude of works as it is a part of the culturalization of the individual as to acceptable (or otherwise) behavior. Hence, the aforementioned factors contribute to positive or negative attitude to life, including work. The challenge for workers who are having negative experiences is to decide on whether to leave or remain in the institution. The behavior to leave or remain in a company is not necessarily those for attitude to work as is well documented in the literature.^{48,96,101,111,138}

Empirical Model of Attitude, Job Satisfaction and Job Performance

Unlike the two aforementioned presented theoretical models, this one developed by Cook³² brings together attitude, job satisfaction and job performance in a single model, while excluding retention. The relationship

between attitudes and job satisfaction, and job attitude and performance is captured herein as all the tenet of attitude do not directly job satisfaction likewise job performance; but they are routed through job

complexity, with the relationship between job satisfaction and job performance being a weak one ($r = 0.30$).

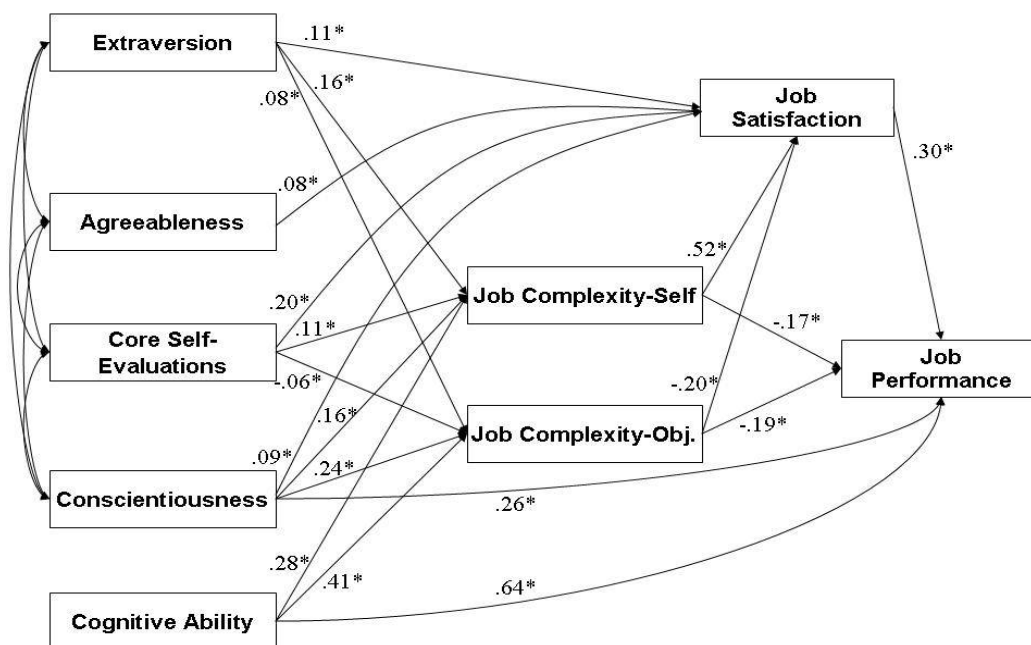


Figure 2. Integrated theoretical model of the relationships among personality, job characteristics, cognitive ability, job satisfaction, and job performance³²

Literature Review

Empirical Model of Attitude to Work

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philosophical stance that lies behind our chose methodology. We attempt to explain how it provides a context for the process and grounds its logic and criteria."³⁴ Therefore, the current study will employ three theoretical frameworks. One is for attitude to work staff tenure (Fig. 2) and attitude, job satisfaction and job performance.

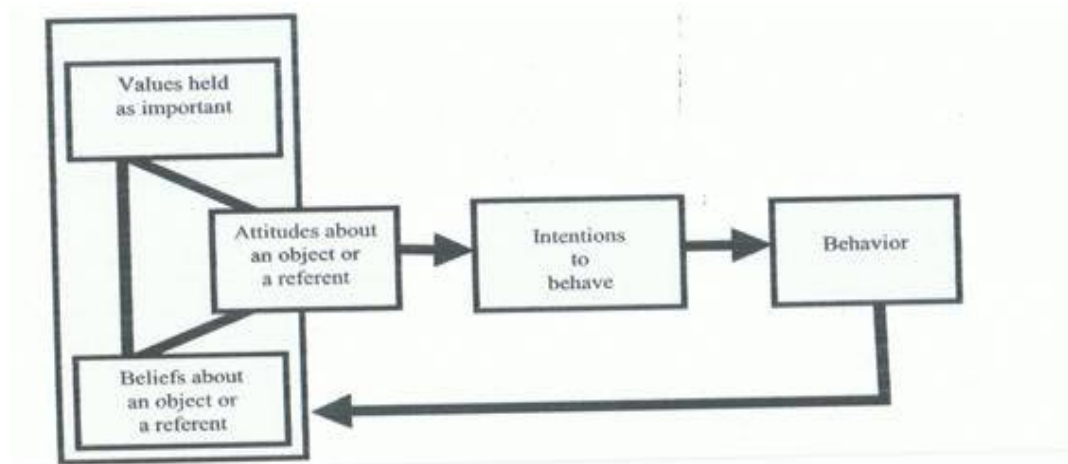


Figure 3. A model of Attitude

The model of attitudes (Fig.1) shows that attitude is influenced by values and beliefs and that intention to behavior precedes the actual behavior. Embedded in the model is some identifiable object. Human's behavior is in response to some act or action, and that attitude is in reference to some affective component. The affective component denotes the emotional tone which occurs in response towards the object of the attitude.

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Methods

Research Design

The researcher chose survey research methodology as outlined by Crotty,³⁴ because of the objectivism epistemology that guides the thinking. Survey research methodology was employed to investigate the topic. Survey research methodology lends itself to a positivistic (and/or post-positivistic) theoretical framework that is derived from objectivism,^{3,34,106} which some people refer to as quantitative research. Survey research methodology, therefore, accommodates: (1) measurement and conceptualization; (2) sampling; (3) questionnaire design; and (4) statistical analyses^{3,12-15,106,118} and offers a wide cover of information on particular issues, which lends itself to (1) numerical description, (2) generalizability of information from collecting data from a sample of the population.^{16,76}

According to Crotty,³⁴ "...human beings in their totality are intentionally related to their world. Human being means being-in-the-world" suggesting that people are not only rationale but that there is a degree of subjectivity as they construct meanings based on their social milieu. Within this context, the employment of a

single methodology to carry out social inquiry limits social understanding of issues. Objectivistic epistemology does not give any credence to essence of peoples' behavior and how they make sense of their social reality (or imitation-based on their social setting). This, therefore, demands inquiries outside of objectivistic epistemology as was forwarded by Weber¹⁵³⁻¹⁵⁵ as people's behavior is a product of their construct reality.¹⁴⁸ Weber's perspective highlights that people's behavior is embedded in meanings, which provide the essence as to why actions are taken that he referred to as 'Interpretivism.' People are continuously interpreting their surrounding and making sense of what they interact with. Hence, the essence of their behavior must be equally examined from a subjective perspective and this provides a crucial justification for social constructionism. Nevertheless, the researcher chose to use a single methodology, survey research methodology, which is from a positivistic theoretical perspective.

While an objectivistic epistemology speaks to some absolute truth about reality, it does not capture the essence of people's behavior or the meanings behind human behaviors. It can be deduced from objectivism that its weakness is strength of interpretivism and that the truth is equally found outside of philosophical stance of positivism.^{3,33,77,106,148} It can be deduced from the works of Schlick,¹²⁵ Rabinow and Sullivan (1979) and Kuhn⁷⁷ that truth about human beings is both objectively and subjectively measured and that this, therefore, justifies subjectivism in the human inquiries. Like University of Leicester¹⁴⁸ aptly forwards that "...we endow it with meaning, we create or construct its reality by thinking about it and acting towards it in particular ways,"¹⁴⁸ suggesting that there is no physical or material reality but that reality is a social construction. This is highlighted by a scholar who wrote that "If we believe something to be reality, it is real enough in its consequences for we behave as if it does exist" [Smith]¹³³ Hence, this study takes a biased position by examining the phenomenon solely from objectivistic perspective.

It is objectivistic epistemology that accounts for positivism (and/or post-positivism), experimental and/or survey research, and particular methods such as sampling, measurement and scaling, questionnaire and statistical analyses. Crotty³⁴ already indicated by objectivism leads itself to survey research methodology and this methodology corresponds to: (1) statistical analysis, (2) sampling, (3) questionnaire, (4) hypothesis testing (including establishing factors), and (5) measurement and scaling. Hence, the current study,

employing survey research methodology, uses a quantitative research design that is cross-sectional in nature.

As a result of the aforementioned issue, the researcher used probability sampling, questionnaire, examination of research question and the building of factors for job performance as well as job satisfaction, statistical analyses (including advanced multivariate analyses-ordinary least square regression, binary logistic regression and chi-square, analysis of variance and other statistical tools).

Instrumentation

A standardized instrument was used to collect the data for this research. This survey instrument was used to provide data upon which this study can formulate a theoretical perspective on the matter of performance appraisal, job satisfaction, retention and motivation among teachers at the secondary level in three schools in Kingston and St. Andrew, Jamaica. From examining the work of Powell et al.¹¹⁷ as well as Rea and Parker,¹¹⁸ surveys allow for the gathering from a large sample.

The survey instrument (i.e., a standardized questionnaire) comprised 19 questions, with none being open-ended (Appendix A). The instrument had sociodemographic items as well as items on: (1) retention, (2) job satisfaction, (3) job appraisal (or performance) and (4) attrition.

Before the researcher began collecting data from the sampled participants, the instrument was brought through testing, retesting and modifications, which are referred to as pilot testing process. Initially, the researcher construed an instrument of items based on the literature, other studies and how to construct a survey research. The instrument was forwarded to my supervisor who vetted the items. The modifications were made based on the comments of the supervisor. The instrument was then given to measurement practitioners, statisticians, social researchers and demographers for them to vet the items. The comments of those individuals were incorporated in the instrument and then tested on a similar group of teachers. Some of the comments made by the teachers were brought into the instrument, which then provided a final instrument.

The pilot testing is a part of the research process and, therefore, aided the researcher in understanding issues, challenges and how the instrument could have been made better if this process had not been done. The pilot was done in the same institution, but different teachers

were used for the actual study. On an average, the time taken to complete an instrument was 25 minutes (± 10 minutes).

Statistical Analyses

For this study, data was stored, retrieved and analyzed using the Statistical Packages for the Social Sciences (SPSS) for Windows version 20.0 (SPSS Inc; Chicago, IL, USA). Descriptive statistics, percentages and frequency distributions were performed on the available data. Ordinary least square (OLS) regression was employed to examine the factors that account for changes in job performance among teachers in the sampled schools. Cross tabulations (i.e., chi-square) were utilized to examine associations (or not) among two non-metric variables. Independent sample t-test was employed to determine a difference between two variables-one being metric and the other being dichotomous nominal variable. Statistical significance was determined a p-value less than or equal to five percentage points (≤ 0.05)-two-tailed.

Population

The criteria that determine the population for this study were: (1) current (at the time of the survey) teachers employed in schools located in Kingston and St. Andrew, (2) teach at the secondary level in a school in Kingston and St. Andrew, and (3) presently are employed and at the secondary school at the time of the survey.

Sampling

Non-probability sampling was used to select three schools based on the inclusion-exclusion criteria outlined in the population. The three schools were chosen solely based on educational institutions that the researcher knew teachers and/or principals. This was based on the limited time for data collection and the likely high rate of non-response if the researcher could not find a person who understood the purpose and timeliness of the activity. The population in the three schools was approximately 230 teachers including administrators. The researcher randomly drew teachers for the sample. Prior to entering the schools, the researcher had pre-determined that a ratio of 3:9 would be employed to ascertain those for the sample. Hence, the sample should be 90 teachers and/or administrators.

Data Transformation

Based on the initial collection of the variable, using ordinary least square regression, data transformation

was required to make the variable compatible for usage in the regression model. These were:

Gender was dummied, 0=male and 1=female

Employee status was recoded as permanent = yes, 0 = otherwise

Educational level

1 = trained graduate 0 = otherwise

1 = diploma 0 = otherwise

Reference group those with Cape (or GCE Advanced level)

Marital status

1 = never married 0 = otherwise

1 = married 0 = otherwise

Reference group those who are divorced, separated, widowed and otherwise.

Operational Definitions

Retention: This word means the act to keep something or someone. It follows that retention is attained based on strategies which are used to produce a response to remain in the organization.

Motivation: The process both instinctive and rational which is used by an individual when seeking to satisfy perceived wants (Stoner, Freeman and Gilbert, 1995).

Motivational Strategy: Any technique, strategy and/or approach that is used in an institution to motivate staffers.

Monetary Benefits: These represent benefits that require monetary rewards (or payments). For this study, monetary benefits include remuneration and incentives.

Non-monetary Benefits: These are benefits that do not require monetary rewards (or payments). The non-monetary benefits for this research include training, succession planning, and promotion.

Employee Status: The position of the individual within the company.

For this study, employment statuses are: (1) temporary, (2) provisional, and (3) permanent.

Policy: The outcomes of actions or non-action after implementation stage.

Job Security: Tenure of employment which is expressed in the duration of time an individual is employed in an institution. Zeytinoglu et al.¹⁶⁰ has used a number of items to determine job security. Their scale emerged from one developed by Cameron et al.²⁷ to ascertain job insecurity. However, for this study one item was used to proxy job security, "How long you have been employed to the institution?"

Job Satisfaction: It is the state of being pleased working at (or for) a business, because it caters for some of your wants and/or needs.

This is well established by Spector¹³⁶ from a job satisfaction survey. The scale comprises nine themes of which there were 36 items. For this study, job satisfaction is measured by "Are you satisfied with your current job?"

Findings

Sociodemographic Characteristics of Sample

The average age of the sampled participants was 35.8 years \pm 9.7 years, 95% CI: 33.6-38.7 years, with the median age being 34.0 years.

Figure 4 depicts the gender distribution of the sampled respondents. The sample had 73 respondents of which 54% were female.

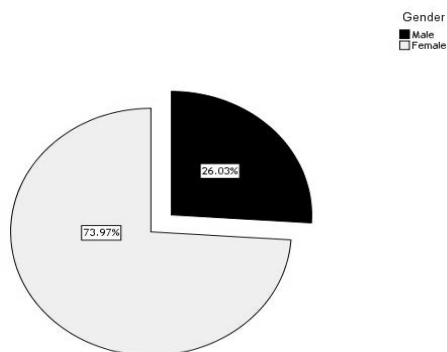


Figure 4. Gender of Respondents

Figure 5 displays the marital status of the sampled respondents. The majority of the sampled respondents

were never married (58.3%) followed by married (33.3) and separated (6.9%).

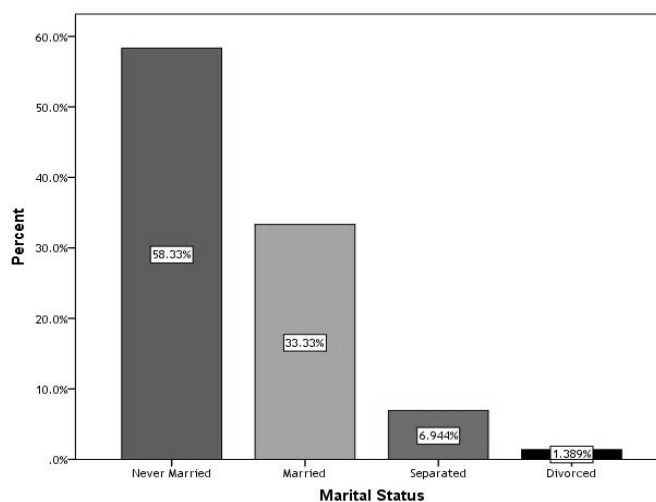


Figure 5. Marital Status of Sample

Seventy-two percentage points of the sampled respondents were graduate trained teachers (Fig. 6).

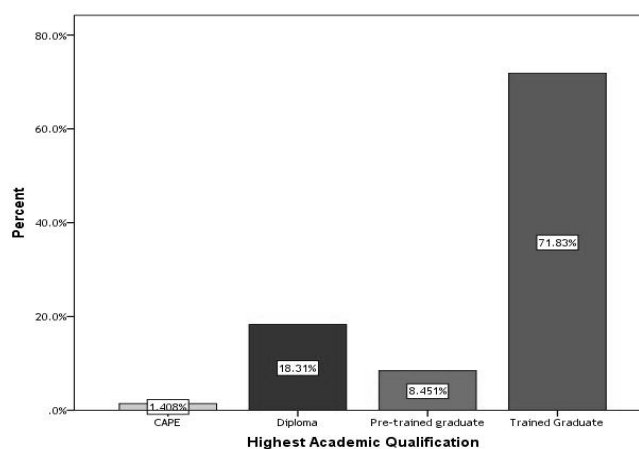


Figure 6. Highest Academic Qualification

The majority of the sampled respondents had a permanent employment status (76.4%, Fig. 7).

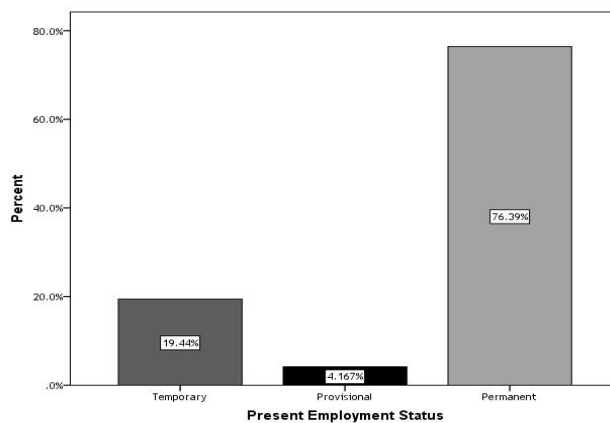


Figure 7. Employment Status

Marginally, more of the sampled respondents had 15+ years of service in teaching compared to those who had 5-9 years of service.

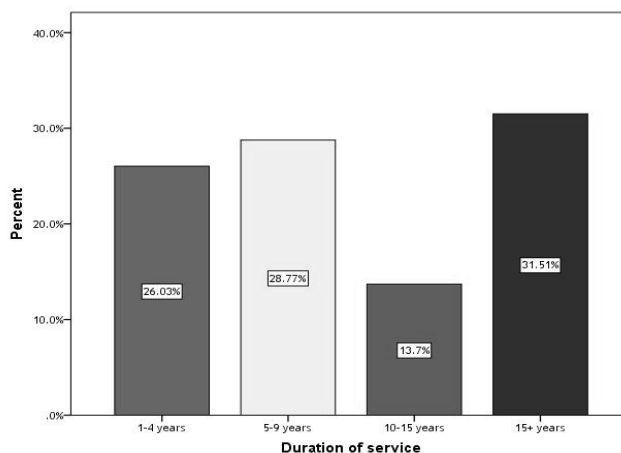


Figure 8. Duration of Service in Profession (i.e., Teaching Services)

Research Question One: What is the degree of job satisfaction among teachers in secondary educational institutions in Saint Andrew, Jamaica?

Figure 9 presents the level of job satisfaction of the sampled participants. Of the sampled respondents (n

=73), 93.3% responded to the question on job satisfaction. The majority of the sampled participants (78.9%) indicated a degree of satisfaction with the job, with only 19.7% indicated being very satisfied with the job compared to 17% who were dissatisfied with the job.

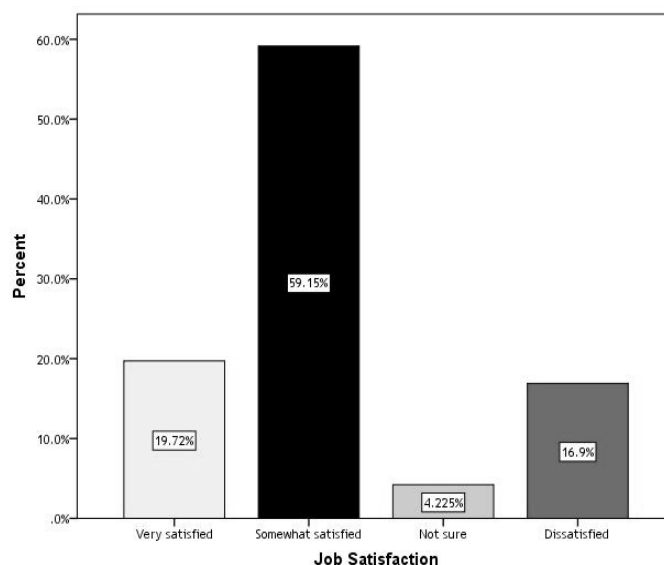


Figure 9. Job Satisfaction of Sampled Respondents

Table 1 presents a cross tabulation between job satisfaction and gender of the sampled respondents. On examination of the two aforementioned variables, no significant statistical relationship existed between them ($\chi^2=1.270$, $P=0.736$). Simply put, males shared the same views on job satisfaction as females.

There was no statistical difference among the level of job satisfaction by age of respondents ($F [3, 67]=2.384$, $P=0.077$; Table 2). This denotes that irrespective of the age of respondents, their views on job satisfaction were the same ($P > 0.05$).

Table 1. Cross Tabulation between Job Satisfaction and Gender (n=71)

Characteristic	Gender		Total
	n (%)	n (%)	n (%)
Job Satisfaction			
Very satisfied	3 (15.8)	11 (21.2)	14 (19.7)
Somewhat satisfied	13 (68.4)	29 (55.8)	42 (59.2)
Not sure	1 (5.3)	2 (3.8)	3 (4.2)
Dissatisfied	2 (10.5)	10 (19.2)	12 (16.9)
Total	19	52	71

Table 2. Analysis of Variance of Age and Level of Job Satisfaction

Level of Job Satisfaction	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval
Very satisfied	14	32.57	9.387	2.509	27.15-37.99
Somewhat satisfied	42	34.83	9.538	1.472	31.86-37.81
Not sure	3	43.33	11.372	6.566	15.08-71.58
Dissatisfied	12	40.75	9.285	2.680	34.85-46.65
Total	71	35.75	9.806	1.164	33.43-38.07

Research Question Two: What are the factors influencing performance appraisal of teachers in secondary educational institutions in Saint Andrew, Jamaica? Of the sampled participants (n=73), the

response rate for the question 'How many times were you appraised in the last 12 months?' was 93.2% (n=68; Fig. 10). The majority of the respondents have been appraised at most once (60.3%).

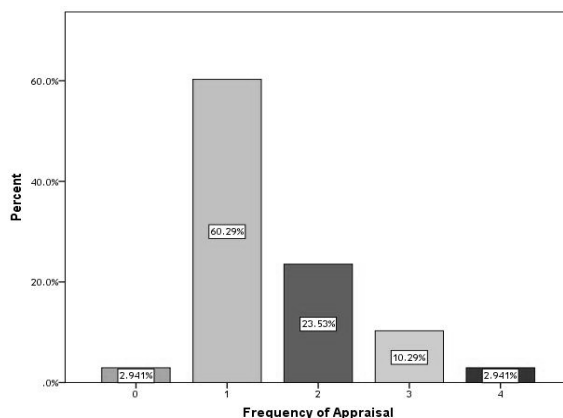


Figure 10. Views on Frequency of Performance Appraisal

Figure 11 displays a box plot on performance appraisal of the sampled respondents. The bold line in the rectangular box represents the median score of the sampled respondents. This means that on an average,

one-half of the sample received a score of 3.0, with the maximum score being 4 and the minimum being 1.0. On an average, the performance appraisal of teachers in the sample was high.

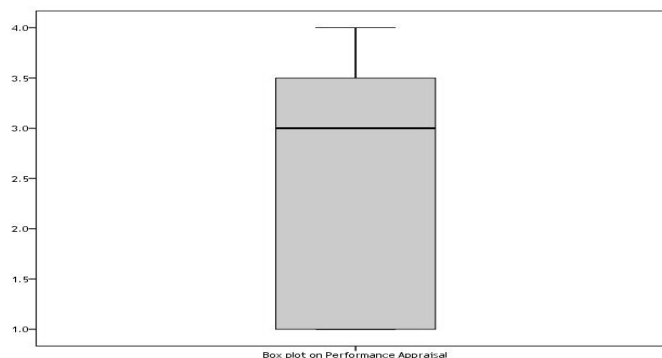


Figure 11. Box Plot on Performance Appraisal

Table 3 presents an ordinary least square (OLS) regression of selected variables and performance scores of the sampled respondents. Of the eight selected variables that were entered into the OLS model, only one emerged as being statistical significant factor of job

performance. Participants who wanted to leave their job received lower performance scores than those who desired to stay in the job ($b=-0.919$), with this variable accounting for 29.4% (squared R) of the variability in performance evaluation score.

Table 3. Ordinary Least Square (OLS) Regressions of Performance Scores by Selected Variables

Details	Unstandardized Coefficients		Standardized Coefficients	t Statistic	P Value	95.0% Confidence Interval	
	B	Std. Error	Beta			Lower Bound	Upper Bound
Constant	4.48	1.51		2.97	0.006	1.40	7.56
Age	-0.03	0.03	-0.27	-0.91	0.371	-0.09	0.04
Female	-0.45	0.47	-0.16	-0.95	0.348	-1.40	0.51
Never Married	-0.38	0.86	-0.17	-0.44	0.660	-2.14	1.37
Married	-0.08	0.86	-0.04	-0.10	0.924	-1.84	1.68
Reference group (Other)							
Trained graduate	0.17	0.63	0.07	0.27	0.788	-1.11	1.45
Diploma	0.30	0.75	0.10	0.40	0.691	-1.23	1.84
Reference group (Other)							
Permanence (1=yes)	0.15	0.52	0.06	0.29	0.775	-0.91	1.20
10+ years' service	0.20	0.69	0.09	0.29	0.770	-1.21	1.61
Promotion in 5-year (1=yes)	-0.68	0.52	-0.25	-1.32	0.196	-1.73	0.37
Want to change job (1=yes)	-0.92	0.43	-0.39	-2.17	0.038	-1.79	-0.05

F statistic=15.901; P=0.028

When the sampled respondents were asked "For which area do you score the least on your performance evaluation?", the majority indicated lesson planning

(Fig. 12) compared to content delivery (3.4%), interpersonal relationship (25.4%) and general department (1.7%).

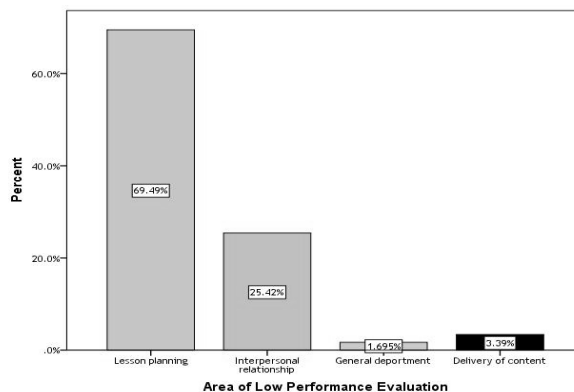


Figure 12. Area Received Low Performance Evaluation Score

Research Question Three: Is there direct statistical association between job satisfaction and performance appraisal of teachers in secondary educational institutions in Saint Andrew, Jamaica?

Table 4 presents an analysis of variance of performance evaluation score and level of job satisfaction of the sampled respondents. A significant statistical difference existed between level of job satisfaction and

performance evaluation scores (F statistic=254.89, $P < 0.0001$). A positive statistical relationship existed between high job satisfaction and high performance. Those who received the highest performance (9.36 ± 0.50 , 95% CI: 9.07-9.64) indicated the greatest level of job satisfaction, which was the reverse for those who were dissatisfied with their jobs (3.5 ± 0.67 , 95% CI: 6.65-7.57).

Table 4. Analysis of Variance of Performance Evaluation Score and Level of Job Satisfaction

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval
Very satisfied	14	9.36	0.50	0.13	9.07-9.64
Somewhat satisfied	42	7.52	0.55	0.09	7.35-7.70
Not sure	3	5.33	0.58	0.33	3.90-6.77
Dissatisfied	12	3.50	0.67	0.19	3.07-3.93
Total	71	7.11	1.95	0.23	6.65-7.57

F [3, 67]=254.89, P <0.0001

Table 5 presents information on variables that may (or may not) influence job satisfaction of the sample respondents. Of the eleven variables that were entered into the model, only four emerged as factors ($P \leq 0.05$) of job satisfaction. These are gender, marital status, job retention and rewards. A positive statistical association existed between job satisfaction and gender (i.e.,

females, $b=1.15$, $OR=3.15$, 95%CI: 1.08-36.05) as well as rewards (students' performance, $b=3.19$, $OR=1.40$, 95%CI: 2.01-9.50; social environment, $b=4.31$, $OR=2.13$, 95%CI: 3.50-9.41). Furthermore the factors explain 43.2% of the variance in job satisfaction (Model $\chi^2=16.922$, $P<0.0001$; $-2LL=36.741$).

Table 5. Analysis of Variance of Performance Evaluation Score and Level of Job Satisfaction

	B	S.E.	Wald	P value	Odds ratio	95% C.I	
						Lower	Upper
Age	0.02	0.11	0.05	0.823	1.02	0.83	1.27
School type	0.19	0.76	0.06	0.804	1.23	0.27	5.35
Gender (1=Female)	1.15	1.24	0.85	0.035	3.15	1.08	36.05
Never Married	-3.13	1.77	3.13	0.05	0.04	-0.01	-4.40
Married	-2.29	1.78	1.66	0.198	0.10	0.003	3.30
Reference (Divorced, separated, widowed)					1.00		
Trained Graduate	-0.90	1.77	0.26	0.611	0.41	0.01	13.07
Diploma	-0.47	1.96	0.06	0.810	0.63	0.01	28.88
Reference (Cape or GCE A'Level)					1.00		
Employment status (1=Permanent)	-1.75	1.54	1.29	0.257	0.17	0.01	3.58
Ten years and more service	-1.06	2.17	0.24	0.624	0.35	0.01	24.20
Promoted in the last five years	-1.35	1.53	0.78	0.377	0.26	0.01	5.17
Want to change job (1=Yes)	-0.09	1.35	0.01	0.004	0.39	-0.01	-1.45
Granted study leave	-2.19	2.16	1.03	0.311	0.11	0.002	7.72
Students performance	3.19	1.98	2.60	0.007	1.40	2.01	9.50
Social environment	4.31	2.37	3.30	0.045	2.13	3.50	9.41
Leadership	-0.99	2.09	0.23	0.635	0.37	0.01	22.22
Reference (Salary)					1.00		
Constant	4.71	4.61	1.05	0.306	111.50		

Table 6 shows an ordinary least square regression (OLS) of job performance and job satisfaction. Job satisfaction is directly correlated with performance appraisal scores

($b=2.73$; $P<0.0001$), and job satisfaction explains 31.5% of the variance in performance appraisal (adjusted $R^2=0.315$; $F=31.772$, $P<0.0001$).

Table 6. Ordinary Least Square Regression (OLS) of Performance Appraisal by Job Satisfaction

Details	Unstandardized Coefficients		Standardized Coefficients	t Statistic	Sig.	95.0% Confidence Interval	
	B	Std. Error	Beta				
Constant	6.63	0.22		30.2	<0.0001	6.19-7.07	
High level of job satisfaction	2.73	0.48	0.57	5.64	<0.0001	1.76-3.69	
Reference (low-moderate job satisfaction)							

Research Question Four: What are some of the rewarding issues about teaching among teachers in

secondary educational institutions in Saint Andrew, Jamaica? The majority of the sampled respondents

(58.7%) indicated that their students' performance is the most rewarding issue about teaching (Fig. 13). Salary

was among the lower motivational issues about teaching.

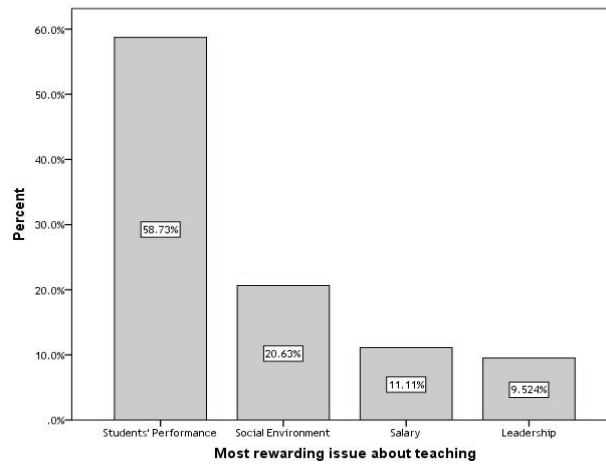


Figure 13. Most Rewarding Issue about Teaching

When the question of 'What is the most rewarding thing about your job?' was disaggregated by gender, females

indicated current salary which was not the case among males (Fig. 14).

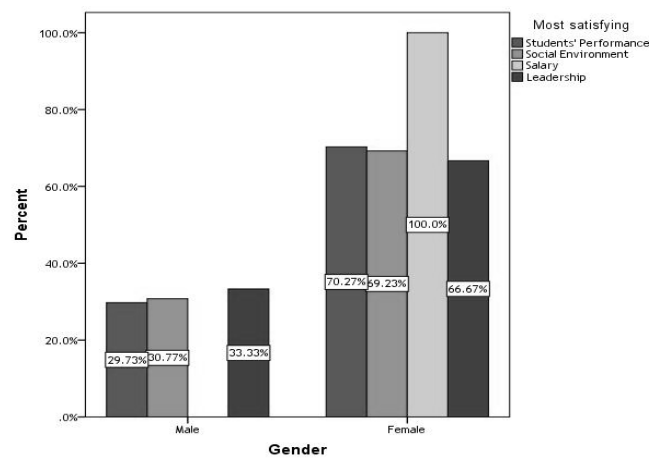


Figure 14. Most Rewarding Issue about Job by Gender

When the question of 'What is the most rewarding thing about your job?' was disaggregated by gender, males were more likely than females to indicate the

performance of students, 65% and 57% respectively (Fig. 15).

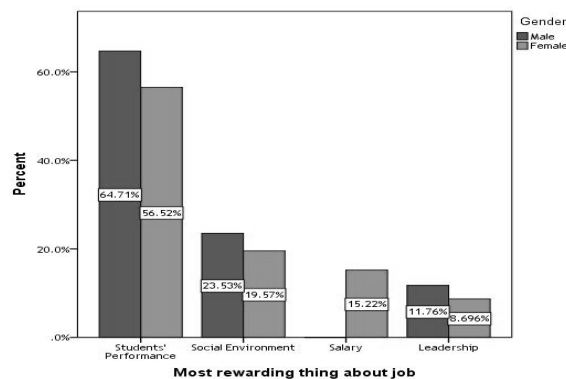


Figure 15. Most Rewarding Thing about Job by Gender

Table 7 presents a cross tabulation between most rewarding thing about job and employment status. On examination of the two aforementioned variables, a significant statistical relationship existed between them ($\chi^2=13.492$, $P=0.036$). Teachers whose contract was temporary were more likely to indicate the performance

of their students to be the most rewarding thing about the job (71%) compared to provisional (33%) and permanent ones (58%). Furthermore, 18% of the variability in the 'most rewarding thing about teaching' can be explained by a 1% change in employment status.

Table 7. Cross Tabulation between Most Rewarding Thing about Job by Employment Status (n=62)

Characteristic	Employment Status			Total
	n (%)	n (%)	n (%)	n (%)
Most rewarding	Temporary	Provisional	Permanent	
Performance of students	10 (71.4)	1 (33.3)	26 (57.8)	37 (59.7)
Social environment	3 (21.4)	0 (0.0)	9 (20.0)	12 (19.4)
Salary	1 (7.1)	0 (0.0)	6 (13.3)	7 (11.3)
Leadership	0 (0.0)	2 (66.7)	4 (8.9)	6 (9.7)
Total	14	3	45	62

Contingency coefficient (cc)=0.423

Table 8 presents a cross tabulation between the most rewarding thing about the job and the school the teacher works at. On examination of the two aforementioned variables, no significant statistical

relationship existed between them ($\chi^2=10.793$, $P=0.095$). Simply put, irrespective of the school the teachers work in, their view on the most rewarding thing about the job is the same.

Table 8. Cross Tabulation between Most Rewarding Thing about Job and School Type (n=63)

Characteristic	School Employed in			Total
	n (%)	n (%)	n (%)	n (%)
Most rewarding	School A	School B	School C	
Performance of students	10 (66.7)	15 (60.0)	12 (52.2)	37 (58.7)
Social environment	3 (20.0)	2 (8.0)	8 (34.8)	13 (20.6)
Salary	2 (13.3)	5 (20.0)	0 (0.0)	7 (11.1)
Leadership	0 (0.0)	3 (12.0)	3 (13.0)	6 (9.5)
Total	15	25	23	63

Table 9 presents a cross tabulation between the most rewarding thing about the job and marital status. On examination of the two aforementioned variables, no significant statistical relationship existed between them

($\chi^2=11.522$, $P=0.242$). Simply put, irrespective of the participants' marital status, their view on the most rewarding thing about the job is the same.

Table 9. Cross Tabulation between the Most Rewarding Thing about Job and Marital Status (n=62)

Most rewarding about job	Marital Status				Total
	Never Married	Married	Separated	Divorced	n (%)
Students' Performance	22 (62.9)	11 (52.4)	3 (60.0)	0 (0.0)	36 (58.1)
Social Environment	5 (14.3)	6 (28.6)	2 (40.0)	0 (0.0)	13 (21.0)
Salary	4 (11.4)	2 (9.5)	0 (0.0)	1 (100.0)	7 (11.3)
Leadership	4 (11.4)	2 (9.5)	0 (0.0)	0 (0.0)	6 (9.7)
Total	35	21	5	1	62

Thirteen out of every 20 participants indicated that they wanted to stay in the job (Fig. 16).

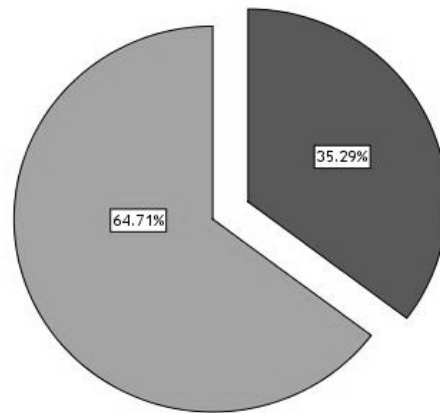


Figure 16. Job Retention

Figure 17 shows a cross tabulation between the job retention and gender. On examination of the two aforementioned variables, no significant statistical

relationship existed between them ($\chi^2=0.139$, $P=0.710$). Simply put, both genders have the same view on job retention (males, 61%; females, 66%).

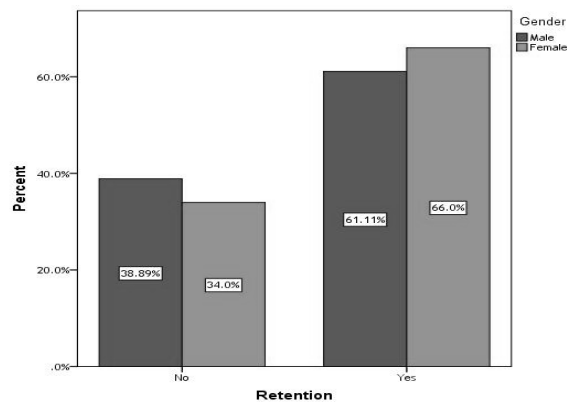


Figure 17. Job Retention by Gender

Figure 18 presents a cross tabulation between most retention and employment status. On examination of the two aforementioned variables, a significant statistical relationship existed between them ($\chi^2=16.447$, $P<0.0001$). Those who had permanence

were more likely to indicate wanting to stay in their current job (78%) compared to those whose contract was temporary (31%). Furthermore, 20% of the variability in the 'retention' can be explained by a 1% change in employment status.

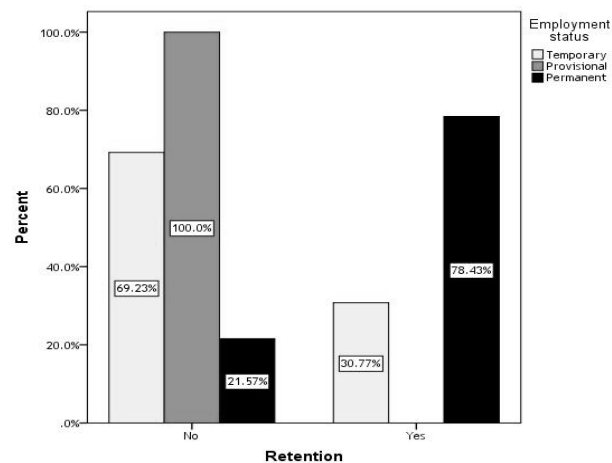


Figure 18. Retention by Employment Status

The average age of teacher who expressed a desire of wanting to leave teaching was 33.9 years \pm 10.8 years compared to 37.1 years \pm 9.4 years for those who were

desirous of staying, which is statistically the same- $t=-1.200$, $P=0.237$ (Table 10).

Table 10.Independent Sample t-test of Retention by Age

	Job Retention	N	Age Mean	Std. Deviation	Std. Error Mean
Job retention	No	24	33.9	10.8	2.2
	Yes	44	37.1	9.4	1.4

Research Question Five: What are some factors of job retention among teachers in secondary educational institutions in Saint Andrew, Jamaica?

Table 11 presents a binary logistic regression of job retention and nine selected variables including job satisfaction, job performance (using performance appraisal scores) and being promoted in the last five years. Of the nine selected variables entered into the model, only four factors emerged (length of service, job

satisfaction, employment status and job performance). The four factors account for 39.0% of the variance in job retention (model $\chi^2=20.29$, $P=0.027$, $-2LL=57.677$). Furthermore, all the factors are negatively correlated with job retention. This means that people with more years of service, and job permanency were more likely to want to leave their jobs. In the case of job performance (using the appraisal scores), the lower performance are more likely want to leave and vice versa.

Table 11.Binary Logistic Regression of Job Retention and Selected Variables (n=62)

	B	S.E.	Wald	P value	Odds ratio	95% C.I
Age	0.122	0.073	2.805	0.094	1.130	0.979-1.303
High level of job satisfaction	-0.084	1.078	9.006	0.038	0.088	-0.031--1.997
Promoted	0.586	0.910	0.415	0.520	1.797	0.302-10.693
ten years and more service	-3.056	1.444	4.477	0.034	0.047	0.003-0.798
Permanent	-2.463	0.952	6.697	0.010	0.085	0.013-0.550
Married	-0.668	1.267	0.278	0.598	0.513	0.043-6.143
Never married	-0.791	1.361	0.338	0.561	0.453	0.031-6.532
Reference (divorced, et cetera)					1.00	
Gender (1=Female)	0.613	0.863	0.504	0.478	1.845	0.340-10.014
School Type	0.530	0.472	1.260	0.262	1.699	0.673-4.290
Job performance	-0.101	0.214	0.221	0.038	0.904	0.594-1.376
Constant	-2.453	3.431	0.511	0.475	0.086	

Discussion

Teachers in the Jamaican educational system over the last decade have been overly burdened by the society to address the plethora of students who have not been able to attain the desired educational standard at their level. At the primary level, many students were unsuccessfully writing the Grade Six Achievement Test (GSAT), which gave rise to the Grade 4 Achievement Test and Grade 5 Literacy and Numeracy Tests. Those examinations were to evaluate the academic performance of students at the respective grade levels. Following the introduction of the test, it has been revealed that many students at the primary level were not literate and numerate, which means that their performance was below the grade level. A cross-sectional study conducted by Powell et al.¹¹⁷ revealed that Jamaicans indicated that third leading national problem was the educational system, which supported the public outcry that there was an educational

dilemma at the primary-to-secondary level. To extend the sub-performance of students in the educational system in Jamaica from the primary to the secondary level, less than 40% of Jamaican students who write the Caribbean Examination Council (CXC) on a yearly basis successfully pass Mathematics and approximately 60% pass English Language (English A). This translates into low literacy and numeracy among students at the secondary level, which explains why the former Minister of Education [then Minister], Andrew Holness classified many schools in the Jamaican educational system as 'failing schools'.⁵⁵ The performance deficiency calls for more accountability of administrators for their stewardships and the appraisal of teachers.

Wanting to transform the dismally low performance among students in the Jamaican educational system, teachers have been given additional responsibilities and performance-driven appointments of teachers. The additional subjects and task requirements imposed on

teachers have resulted in much pressure on them as well as the students. In all the discourse of the educational system, the literature has not examined the psychosocial pressure levied on teachers and/or educational administrators as they seek to transform the educational dilemma. Nevertheless, the literature has information on the psychosocial challenges experienced by teachers. Seaga and Luton⁸⁷ forwarded perspectives on the stressors placed on students at the primary level and in their arguments nothing was argued about the same on teachers. Seaga opined that:

The consequence of the excessive homework burden falls on the parent/caregiver who either responds by giving full assistance to the student, or fails to respond, leaving the student to take on the responsibility alone. Obviously, the degree of assistance received will markedly improve the success of the student. Although this is a desirable relationship between parents and children, the first part of the problem starts here.¹²⁶

The GSAT is not a once-a-year problem. It is an insidious problem for the great majority of parents and caregivers, almost daily. This agitation occurs particularly with those responsible for 9 and 10-year-old students approaching the dreaded GSAT exam that is taken at age 11. The heavy burden of homework in preparation for GSAT is occupying from two or three hours. This is a prime grievance.¹²⁶

Like Seaga, Luton⁸⁷ believed that educational system at the primary level in Jamaica is oppressive and highly stressful for students. He penned an article captioned 'GSAT is apartheid', which shows the psychological stressors brought to bear on students at the primary level that can be transferred to the secondary level.⁸⁷ Luton wrote that Thwaites (Current Minister of Education) indicated that "this high-stakes terminal examination wreaks fear and trauma among parents and children alike, all because of the perceived and the real absence of quality secondary places."

Despite the pronouncement by Thwaites, Luton and Seaga, increasingly more pressure is levied on teachers to increase their performance. The current revealed that half of the teachers are very satisfied with their jobs, with the majority being somewhat satisfied with their jobs (59%). Then there is the issue that 35% want to leave their jobs, indicating the psychological pressures and dissatisfaction among secondary school teachers.

The issue of job satisfaction is not the same across different studies, as in Zeytinoglu et al.^{160,161} it is significant while this is not necessarily the case for

Sumer and van de Ven (undated).¹⁴² Madison (2010) contended that being employed is not sufficient enough for people to be pleased about being employed as the process extends beyond the act of work and satisfaction, for work does not cease with employment. The current study concurs with Zeytinoglu as 78.9% of teachers indicated some degree of job satisfaction (very satisfied, 19.7%; somewhat satisfied, 59.2%), despite the psychosocial stressors of teaching in the Jamaican educational system. This work went further by disaggregating job satisfaction by gender of respondents and found that level of job satisfaction was the same between males and females ($\chi^2=1.270$, $P=0.736$). Embedded in work is that high level of job satisfaction among teachers in the sampled schools is the same across the genders. Another furtherance of the present research over the literature is the age disaggregation of job satisfaction. Therein the findings showed that there is no statistical difference in job satisfaction among the age cohorts of teachers ($F [3, 67]=2.384$, $P=0.077$). In fact, this work found that teachers who wanted to leave have lower performance appraisal scores and that job satisfaction is related to performance appraisal. In fact, like Cook³², Bagozzi et al.⁴ Brown and Peterson²³ and Iaffaldano and Muchinsky⁶³, this research found a weak statistical correlation existed between job satisfaction and job performance appraisal (i.e., job satisfaction and that job satisfaction explains 32% of the variance in job performance appraisal). Cook found a weak positive statistical correlation between job satisfaction and job performance ($r=30\%$), which means that the squared r would be 9% and this would be weaker than this work. Simply put, workers (i.e., teachers, etc.) who are satisfied with their jobs will perform better than those who are dissatisfied, which is the consensus of the literature.^{68,86,124} People's attitude affects their behavior which is long established and presented in the theoretical models, and that teachers in the secondary educational system are no different, the core of their job performance is based on attitude.

According to a group of researchers, job satisfaction is the "feelings or affective responses to facets of the (workplace) situation"¹³⁴ which denotes that job satisfaction stimulates a positive affective response and accounts for the greater performance appraisal of teachers and any other worker in an organization. However, in this study even though female teachers are more satisfied with their jobs than their male counterparts, their performance appraisal scores were statistically the same. What matters are those who had high performing students, and teachers who had a good social environment at school were more satisfied with their job. There is a paradoxical situation in Jamaica as

the high psychological intensity placed on teachers is still seeing a high level of job satisfaction. Hence, this begs the question; what motivates teachers?

Maslow⁹² provided a contextualization which can explain motivation, and by extension turnover or retention in a business. He noted that employees are motivated by the desire to achieve or maintain the various conditions upon which their basic satisfaction rests and also by certain intellectual desires. It can be extrapolated from the aforementioned perspective that staff retention must be in keeping with the personal goals of the employee including job security, general atmosphere (including working conditions), and sense of belonging as well as the social milieu. This is aptly captured in Steel¹³⁹ which employee's expectation influence staff morale, which in turn affects intention to status and retention. It should not be surprising that retention is influenced by alternative employment,¹³⁹ indicating that demotivated employees will seek alternative employment highlighting the need to include methods of motivation among the variables influencing retention. In this work, 59% of the sampled teachers indicated that their students' performance is the most rewarding issue about teaching and this explains the job satisfaction.

A demotivated worker will be dissatisfied with the job for various reasons. Using empirical studies to evaluate retention or turnover, the issue of motivation is critical to job satisfaction and it is the environment in which the individual finds himself/herself that can frame the satisfaction or dissatisfaction. Herzberg⁵⁷ outlined some factors that can account for dissatisfaction among workers.

These factors include company policy and administration, supervision, relationship supervisor, work conditions, salary, relationship with peers, personal life, relationship with subordinates, status, and security. In this work, when the respondents were asked what motivate them the most, they indicated students' performance (59%); social milieu (21%); current salary (11%), and leadership (10%). Clearly there is a disparity between Herzberg's argument and the current realities of teachers in Jamaica as they continue to stay in their job outside of the normal expectations.

Based on Herzberg's theorizing which predates the factorial analysis of retention and turnover, it is easily recognizable that some of his conditions were used as factors that influence retention. Although it is well documented in the literature that working conditions, security, supervision, relationship with management and peer among other variables influence job retention

or turnover, an individual does not necessarily transition between a seeming pendulum of dissatisfaction to satisfaction. Herzberg opined that persons do not move in a range from being dissatisfied to becoming satisfied or vice versa, suggesting that merely adjusting working conditions, security and other factors that determine turnover or retention may not alter employee's attitude or behavior about leaving or staying at the company. Unlike the literature, this work found that of the eight variables examined herein (age, gender, marital status, educational level, employment status, length of service, promotion and work retention), only work retention was correlated with job satisfaction. Of the sampled respondents who were asked, Do you want to change your job? 81% indicated no, irrespective of the psychological stressors, the low salary and poor working conditions. Although they indicated that their students' performance is a motivational factor about the job, what was not said was the imputed fact of job security which was offered by the literature as a factor for motivation. In the present research, 76.4% of sampled teachers were permanently employed which offers a critical rationale for job retention. Within the context of the global economic downturn, job uncertainty, a permanent appointment must be preferred and highly valued for high salary and low job security.

In the Roffey Park research, people were asked which forms of reward they found most motivating. Most employees considered that the change for personal achievement and job satisfaction motivated them the most.⁶⁰

Long before Holbeche noted that personal achievement and job satisfaction can motivate people into action, Herzberg⁵⁸ and Maslow⁹² had established this fact. Herzberg went further when he identified many factors that had impact on employees' behavior including company policy and administration, supervision, relationship supervisor, work conditions, salary, relationship with peers, personal life, relationship with subordinates, status, and security. Holbeche⁶⁰ opined that "another important aspect of this was having those achievements recognized by others, especially bosses" (p. 279), suggesting that recognition is critical to staff retention or turnover in an organization. This work concurs with the literature as the researcher found that a significant statistical difference existed between level of job satisfaction and performance evaluation scores (F statistic=4.103, P=0.012), suggesting that job satisfaction is a stimulus for greater individual job performance.

Although Holbeche provides a discourse on the matter of motivation that was void of empirical data, other

studies have established this fact. Zeytinoglu et al.¹⁶¹ found that a positive correlation between job satisfaction and employees' decision to remain with the company ($R^2=0.18$). Another study, however, found that job dissatisfaction does not necessarily result in staff turnover in a military organization.¹⁴² Like Zeytinoglu¹⁶¹ and Ozsoy's work, Kammeyer-Mueller, et al.⁶⁹ observed a negative correlation between job satisfaction and staff turnover. Like the literature that found a statistical association between job satisfaction and retention, this one concurs with such a find and went further to establish a relationship between job satisfaction and job performance and show the areas for the low performance. In fact, this work found that job dissatisfaction had the strongest influence of teachers wanting to leave their jobs followed by job insecurity (i.e., proxy by permanence).

From Herzberg to many of the studies examined in this work, job security plays a critical role in employee's attitude and behavior as it relates to resignation or continuation in the company. The present study concurs with the literature as when job security increases, employee's attitude to remain at the current place of work increases as well. In fact, teachers with less teaching years had a greater desire of wanting to leave their jobs. Furthermore, 24% of the sampled respondents either had temporary or provisional appointments, although only 74% have been employed for at least five years. Embedded in those findings are the issues of job security, motivation, employee loyalty and employees' wants or needs being met by the institutional objectives. In this situation, the company recognizes the value of a pleased employee within its general framework and it understands the importance of the institution aiding materialization of the dreams and aspiration of the worker. Hence, the company's commitment to the work in the form of job security will translate into commitment from the employee in ensuring that the institution meets its mandate. All the studies, therefore, in the literature agree that job security is pivotal to intention to stay by the employee including this one. It can be extrapolated from the literature as well as the present findings that psychosocial stressors of the job, low current salary compared to private sector salary package, the workload, demands of the job, acts of violence displayed by students, students' competency and the probability of being a victim of violence while at work are secondary to job security.

The intention of teachers to remain at school is primarily based on job security. Low intention of attrition in secondary schools among the sampled

respondents is equally due to: (1) job recognition, (2) personal satisfaction, (3) salary, (4) leadership, (5) accomplishment of students and (6) working conditions. In fact, in this study a rationale for low performance was the desire to leave the job, and the reasons for the low performance evaluation were lesson plans and interpersonal relations. Embedded here is the fact that teachers believe that they are pressured into lesson planning and those in authority fail to act with professionalism. This is accounting for the low interpersonal relationship between teachers and their colleagues. The issues of recognition and working conditions were outlined by Herzberg,⁵⁷ Maslow,⁹² Holbeche⁶⁰ and other empirical studies. Holbeche noted that people (employees) seek recognition from others as well as their bosses. Job recognition, therefore, is crucial to how people want to be rewarded, and this provides more positive influence of intention to stay in teaching by the teachers. The current work concurs with the literature as impact on retention or attitude and behavior of teachers to remain with their organization instead of seeking alternative employment are based on many factors including job security and recognition. The reality is, in Jamaica, teachers are still respected for their contributions to individual and national development.

There are some concerns aptly raised by Branham²⁰ on relationship between the organization understanding the importance of the employee, highlighted by how the employees are treated and their attitude to work (or not). Companies that understand the philosophies espoused by Branham will institute measures that facilitate a highly motivated employee who in return will effectively and willingly carry out organizational mandates. Among the issue embedded in Branham's proposition is the reward of investing in employees. The Principal of Jamaica College, Mr. Ruel Reid, opined that ineffective administrators (i.e., principals) are as a result of low leadership, indicating that the organization's leadership if it cannot effectively manage the resources including human capital will not see high performance. Within this context, the present findings which revealed that employee training and counseling are positives associated with attitude to remain in the business compared to rewards, pension plans and insurance packages. Monetary packages such as bonuses and incentives and rewards do not have the same impact as non-monetary rewards like training, counseling, and satisfaction gained from the success of pupils in the care of teachers. It is not the current monetary rewards that explain the retention of teachers in the classroom, but the non-monetary issues including personal gratifications such as job security.

Investment in people cannot be discounted the same way as monetary compensations. The present study found that non-monetary rewards, especially the academic success of the teachers' students, have more influence on job satisfaction and by extension intention to stay in teaching than other issues including current salary. The willingness to invest in people for the future, seeing the potential to harness in people and providing for their psychological health are a part of a teacher's role, which stimulate a response of recognition, self fulfilment and these motivate the teacher into action. Hence, this provides the explanation for the positive statistical correlation between job satisfaction and job performance, suggesting that a healthy mind will add more to production than a less healthy mind. In fact, this research found those who teachers do want to leave their jobs received lower performance appraisal scores and that an inverse correlation existed between job satisfactions and want to leave the job. These indicate that attitude does affect behavior, attitude affects job performance, which explains the low performance of many educators at the secondary level in Jamaica.

In Zeytinoglu et al.¹⁶¹ males were more likely to express the intention to stay with a company unlike this one. Most of the other models did not find gender to be statistically significant, indicating the equality in attitude and behavior of the sexes, with which this research concurs. This study also found that while the performance of students was the most critical issue about teaching, for females it was the current salary. This finding highlights the disparity between views of males and females on some issues in teaching; however, there is a general tendency of teachers in wanting to remain in their jobs particularly in keeping with the current uncertainty in the world employment market as well as in Jamaica. Even among teachers who have permanent employment status, 22% indicated their desire to leave teaching and this suggests that there are dissatisfied teachers in the system who are awaiting opportunities to leave the teaching system.

Unlike the literature,¹⁶¹ this research disagrees that age is a factor in explaining the attitude to remain or leave teaching. The present work found that the average age for those who want to stay in teaching is 37.1 years \pm 9.4 years compared to 33.9 years \pm 10.8 years for those who are desirous of leaving the profession on having an opportunity to in the future. A part of this rationale is embedded in the sense of belonging, bonding, established friendship, family and social relationship which are developed over time. On entering the teaching profession, a young person may enter on the

premise of monetary compensation; but it is the non-monetary compensation that will attract the person to remain for a long period. A positive working milieu, a sense of belonging, respect, friendship, trust and valuing one's contribution are all non-monetary conditions that form a part of pull factors in retaining teachers. It can be rightfully argued, therefore, that the lack of non-monetary conditions can result in dissatisfaction among workers which can account for high labor turnover and low job performance. Herzberg's theory aptly provides the value of non-monetary conditions in work satisfaction (or dissatisfaction) and how this can motivate or demotivate employees, and thereby explains labor turnover.

The satisfaction of workers is not only influenced by working conditions, interpersonal relationships, trust, and respect among peers as well as administrators, it also includes: (1) job security, (2) personal goals, (3) contribution to human labor development and (4) futuristic aspirations. People who operate in an uncertain business environment will experience: (1) apprehension, (2) fear, (3) dissatisfaction, (4) seek alternative job, (5) low production and productivity and (6) reservations about interest in this milieu as people cannot plan their future in such a high risk environment. Job security, therefore, means that the employee can plan his/her future around a certain degree of certainty. When this is absent from the business environment, the individual will either leave or want to leave for a milieu that is safer, more stable, futuristic and likely to edge him/her against a high degree of uncertainty.

Hence, when the literature includes job security as a part of the indicators of retention which is concurred by this study, it should not be surprising as security of tenure removes the contemplating of uncertain, planning for likely losses in income, lifestyle changes, and many other situations that arise as a result of job separation.

People have aspirations, goals, dreams, vision and projections of themselves in the future, and any company which understands this, incorporates this in its planning for the human capital, will attract and retain the brightest, highly productive, creative and dedicated workforce. A school must equally serve its students and teachers in order to attain its mission, be productive, profitable and exist in the future. A successful school owes its future and more so its present to its employees more than its students, as the former is responsible for the implementation, execution, planning and human relations that attract or repel the students and their parents.

Conclusion

People want to belong to a process, which accounts for their involvements, efforts and dedication or the lack thereof. When people desire to work, it is a complex process which goes beyond monetary rewards to being a family, acceptance of them as a person and sense of belonging. The non-monetary rewards are pivotal to long term retention or attitude to leave. If a company is an institution with people, a family union which is closely knitted will encourage a bond that goes beyond money or monetary compensation. Work is, therefore, a two way stream as if the employees feel wanted, respected, accepted and appreciated at the institution, they will offer themselves in order to protect it, which goes beyond money. The positive association between job satisfaction and job performance is embedded in the complex apparatus in a school and simply believing that money is all is a simplistic concept.

Recommendations

- 1) The onus is on administration in schools to provide a positive work environment. This would definitely minimize the attrition rate of teachers and subsequently, students.
- 2) More funds should be allocated to salaries and allowances and other incentives for teachers.
- 3) While some teachers choose to quit, sometimes they are fired especially if they dare to question policies. In firing a teacher, administration is distracted from the substantive duties by engaging in the recruitment process after someone leaves, especially in the middle of the term. Sometimes this is exacerbated by the fact that they do not give enough notice. This practice should stop. It may also not be in the school's best interest to deprive teachers of their income. A disciplinary suspension not only hurts employees but also deprives the organization of much needed skills. Discipline should be viewed as a means to encourage employees to willingly abide by the standards of the organization.
- 4) Administrators should, therefore direct their energies more toward disciplining of students and take decisive actions for punishment. They should act on suggestions and complaints about the physical plant, examination blunders and communication issues. Furthermore, the ministry of education and the specific school administrators can take steps to minimize the possibility of teachers dissatisfaction and attrition rate-whether to other schools, higher level institutions or to migration.
- 5) The ministry, along with the hierarchy in the schools should communicate the vision, mission, goals and other pertinent information to all teachers. In this case, a teacher will not have an excuse for ignorance. They should punish students who are indisciplined, inculcating proper values and attitudes in them so that they will stop being a bother to the sometimes already frustrated teachers.
- 6) For the greater good, teachers may get redress about their lack of satisfaction by lodging complaints to the Jamaica Teachers Association (J.T.A.), to the ministry or opt to contribute to the education system at a different level; a level perhaps where students are more mature to appreciate foreign language acquisition, for example.
- 7) With regard to students who are operating below the required standard, remedial classes should be arranged for them. In a case where students do not have the aptitude for a foreign language for example, they should have a choice.
- 8) Specialist teachers should be employed to pay attention to students with learning and other disabilities or, administration should enroll them into a program at another institution. In addition to paying close attention to the above mentioned, teacher appraisal should be fair and must not seek to demotivate further. If these were observed there would be a lower turn-over rate and stronger loyalty through greater commitment to the organization's goals and values.

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