Perceived Factors that Influence Teachers' Quality of Work Life in Primary Schools in One Education District in Trinidad and Tobago

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Abstract: *The study explored teachers' perceptions of the most common indicators of their quality of work life in primary schools in the St. George East Education Division of Trinidad and Tobago. It sought, also, to develop separate Quality of Work-life (QWL) categories and make comparisons among schools.*

The sample consisted of randomly selected 405 teachers from thirty (30) government and government - assisted schools primary schools from the St. George Education taking into account variables such as size, school type, demography and sex. The study examined the relationship between the demographic and school-level quality of work life factors as well as the predictive power of each independent factor on overall quality of work life.

The study employed a quantitative method using a cross-sectional design. The data were analyzed using the Statistical Package for the Social Sciences (SPSS-SPG2). T-tests and ANOVA were used to examine teachers' quality of work life based on school type, location, sex and years of teaching experience. Correlation and regression analysis were employed to examine the relationship between each of the quality of work life factors as well as their influence on the overall dependent quality of work life,

The results indicated that the human relations QWL factors such as social integration, intrinsic characteristics and student-relat4ed issues were the most important dimensions of teachers' quality of work life.

The results indicated further that there was a moderate to high correlation among the quality of work life factors and collegial relations among teachers had the greatest influence on their work life in schools.

Keywords: *teachers' perceptions, quality of work life, primary schools*

1. INTRODUCTION

Trinidad and Tobago, a twin-island state, is the most southerly of all the Caribbean islands. The island, after five centuries of foreign domination, gained its independence from Britain in 1962. The island possesses a British-oriented model of bureaucracy, which is reflected in the education system. Within the Trinidad and Tobago's education system, there are government schools, which are fully owned and operated by the state; government-assisted or denominational schools, which are managed by a private body(usually a religious denomination) but given financial assistance by the state; private schools, which are maintained and operated by private bodies without the assistance from the state; and special schools, which are designed for educating children with special needs and which provide education mainly at the primary level. Generally speaking the government-assisted schools are regarded as the better schools and there is a great demand for placement in these schools.

At present there are approximately 454 public primary schools in eight Education Districts in Trinidad and Tobago. Of these 322 are government assisted or denominational and 132 are government schools. Primary schooling is compulsory from age six to fourteen, but children may be admitted from age five and may remain enrolled until fifteen unless selected for secondary schooling at11+. The transition from primary to secondary school is largely determined by performance at the Secondary Entrance Assessment ((SEA). Students at 11+ are examined in three subject areas Mathematics, Language Arts and Creative Writing, the results of which determine whether students are placed in schools of their choice or at the discretion of the Ministry of Education.

The quality of teachers' work life in Trinidad and Tobago has received considerable attention decades ago. The Ministry of Education, Educational Policy Paper (1993-2003), for example, described many of our schools as 'organizational pathologies' with low levels of student and teacher motivation, teacher 'burnout,' teacher absenteism, poor teacher leadership and bad working conditions. The physical and social conditions of many primary schools still do not facilitate the teaching and learning process. Primary school buildings vary severely in quality. Over the years, the focus on the expansion of the secondary level has been at the cost of the neglect of the primary sector. Many school plants at the primary level are still dilapidated and ill-suited for the type of curriculum required to deliver the knowledge, skills, values and experiences required by students who must cope with the demands of a competitive and changing world. In addition to concerns of inadequate facilities, there are increasing problems of vandalism, robberies, and violence in our schools that negatively impact on the effective delivery of the curriculum by teachers. Some schools are labelled "high-risk" because of their locale. A study on delinquency in schools (Deosaran, 2004) identified an alarming increase in student delinquent behaviour such as bullying, truancy, verbal abuse, fighting, and disrespect of teachers.

Another challenge teachers face in our primary schools is the lack of guidance officers to assist them with students' social and emotional problems. In the past, the focus used to be on prevention and management of auditory and visual impairment (Ministry of Education, Trinidad and Tobago 2008). The increasing diversity of our student population and changing family demographics mean that many students are in need of a wider variety of academic and behavioural programs, services and supports to succeed. According to Maharajh and Konings (2005), no means of comprehensive assessment of physical and mental disabilities of children exist at schools in Trinidad and Tobago. Students are identified for disabilities only when these are indirectly brought to the attention of their teachers through poor academic performance or abnormal behaviour.

Teachers at the primary level are general practitioners. That is, each teacher is expected to teach all of the subjects on the prescribed syllabus for primary schools. In some primary schools, there is some degree of specialist teaching as many teachers have pursued further professional training beyond the Teacher's Diploma. The Ministry of Education is currently engaged in reforming the current system of teacher recruitment and selection to ensure teachers possess both academic and pedagogic qualifications. The academic qualification for entry requirements into the teaching service has been upgraded from the two- year Diploma programme to a four year Bachelor level degree. Many of our teachers are pursuing the Bachelor of Education four year degrees at different tertiary institutions such as the University of Trinidad and Tobago (UTT), University of the West Indies, University of Southern Caribbean, and other tertiary institutions. The training of these teachers is at two levels. At one level, there are the pre-service teachers who have no prior experience. There are also in-service teachers with a two year Diploma, who are being sent by the Ministry of Education to pursue the four year programme. These teachers pursue specializations in Special Education, Early Childhood Care and Education and primary education. Also, at UTT, teachers are exposed to core curricular courses and foundation courses. Indeed, the Ministry has just approved funding for 498 assistant teachers to pursue their Bachelor of Education at the University of Trinidad and Tobago in September, 2011.

At present, over eighty percent of primary school teachers are trained at the basic level but it is not uncommon to find a hierarchy of teachers with different levels of professional and academic qualifications. The more experienced teachers are allocated to the standard five classes while the less experienced are placed at the lower class levels. Such disparities in professional status, teacher allocation and academic qualifications may have some degree of impact on teacher efficacy and the quality of teaching and learning in these schools on the whole.

Concern has been expressed within recent times from all sectors of our society about the failure of our education and the near collapse of our school system. There is a feeling that our primary schools in particular are in a serious state of disrepair and have been neglected in many critical areas. Some of these critical areas seem to include, inter alia, intolerable physical conditions, overcrowding, poor staff quality, low teacher morale; vandalism, inadequate instructional materials; weak community relations; an alarming increase in indiscipline and violence in school involving principals, teachers, students and parents; and ineffective leadership. Given such a state

of 'organizational pathology' (Education Policy Paper, 1993 –2003), there is a renewed call for organizational change and renewal with numerous attempts to create conditions to mobilize and make most of our human potential to improve the quality of life in the work place and our society by extension.

The study has both theoretical and practical significance. This quality of work life study will, hopefully, help build on existing knowledge in the field and provide a culturally relevant framework to formulate a coherent body of knowledge to help evaluate school quality with the aim towards institutional building. The findings will also be shared with other school quality researchers towards theory building in this field of study.

The research is also timely and consistent with the current mood of educational reform in our school system which focuses on quality of work life issues such as school effectiveness, cultures of excellence, school improvement, inclusive schools, Continuous Assessment Programmes and other performance appraisal schemes. The study hopes to highlight whatever concrete evidence of malaise that seems to pervade our schools as well as significant school-work-life variables so that our teachers and principals will be in a better position to gauge schools' readiness for change and innovation.

2. THE RESEARCH QUESTIONS

The research questions were:

1. Where there differences in teachers' perceptions of their quality of work life based on school type, location, size, sex and years of teaching experience?

2. (i) What was the nature of the relationship between each of the school-level quality of work life factors?

3. Which of the six (6) independent QWL Factors were significant predictors of the overall dependent QWL?

Theoretical Framework

The roots of the quality of work life concept (Q.W.L. for short) can be traced as far as the nineteenth century in the works of Max Weber, Karl Marx and others to the Hawthorne experiments of the 1920's and 1930's. However, it was not until the decades of the 1970's and 1980's that the term became an important and evolving management thought in response to a series of sporadic strikes, low worker morale, low productivity and high employee turnover. In response to such alienation and growing disillusionment in the workplace, an international conference on the quality of work life was held in New York in 1972. This was one of the initial attempts to define and measure the quality of work life and to formulate a coherent theory and practice on how to create the conditions for a more humane work life (Davis and Cherns, 1975). Such growing concerns for the humanization of the workplace have led to the establishment of the quality of work life centers in Europe, Australia, United States of America, Canada and the Caribbean.

There are many theories which are the bases for the quality of work life. These theories are leadership, management, motivational, organizational and systems theories.

The continuing concern for improved quality of life in the workplace led to changing conceptions of leadership from the scientific management to the Human Relations dimensions. Indeed, the famous Hawthorne Studies (Likert 1961) and the Ohio State Studies (Blake and Mouton, 1964) lead to a paradigm shift in styles of leadership to improve the quality of work life. Numerous subsequent studies on leadership (Hall, 1972; Blake and Mouton, 1964; Dow and Oakley, 1992) have lent support to the view that 'humanization' leadership facilitates a 'high' quality of work life. Many other theorists have demonstrated how different approaches to leadership affect the quality of work life of teachers, the culture of schools (Hallinger, 2011), teacher collegiality and collaborative relationships (Fullan, 2001) and vision building (Kurland, Peretz, Hertz-Lazarowitz (2010).

The study was also guided by the psychological literature in an effort to help develop a framework to examine teachers' quality of work life. The influential works of Maslow (1954), Herzberg, Mausner and Synderman, 1959; and Mc Gregor, (1960) have provided important insights into improving the quality of life in schools. Maslow's needs hierarchy theory, Herzberg's 'dissatisfier' and satisfier, and Mc Gregor's Theory X and Theory Y focus on personal growth, group relation, workplace conditions, autonomy and participation in decision-making as key ingredients in the humanization of the work place. Bandura's (2001) social cognitive theory is also important to understand motivation and human learning that are very relevant to teachers' work life.Other theorists (Gagne and Deci, 2005, have also noted that psychologically healthy school environments encourage teacher autonomy and greatly influence teachers' quality of work life.

Organizational theory is one of the theories to help our understanding of the work life of teachers. An understanding of organizational and systems theory is, thus, important, if we are to have a clear picture of the interplay of factors (both external and internal) that impinge on the quality of work life in schools. Katz and Kahn (1966) and Hoy and Miskel, (1996) provided an open – systems scheme for studying organizations. They espouse that organizational behavior is the result of the dynamic interplay of bureaucratic expectations, individual needs informal norms and external influences. All these factors have significant impact on the quality of working lives of members in an organization. Many supportive studies have examined the quality of work life of teachers within the framework of the organization as open systems. (de Villiers, 2009, Tarter and Hoy, 2004). Other researchers have underscored the reciprocal influences between the school and the external environment in creating and maintain healthy schools and positive teachers' working lives (DiPaola and Tschannen-Moran,2005).

School climate and culture also have an important impact on teachers' work life.

Other empirical studies have compared the quality of work life in large public and private organizations. (Smith and Nock,1980; Cacioppa and Mock, 1984). Smith and Nock (1980) compared public and private sectors' perceptions of the character and quality of their work life in Chicago. They identified quality work life variables such as resource adequacy, clear goals, supervision, self esteem, workers sense of social significance and identity. They found that public and private sector workers perceived and evaluated their jobs in substantially different ways. They further noted that white colour government workers were less positive about the intrinsic aspects of their work than were private white colour workers. Similar studies by Cacioppa and Mock (1984) in the Australian context found government employees rated the quality of their work experience significantly below the level of their private sector counterparts.

Studies have examined the quality of work life as perceived by students, teachers and administrators. One well known quality of work life study examined students' perceptions of their quality of work life (Epstein and McPartland, 1976). They used three (3) quality of work life dimensions:

1)   students general reactions to school;

2)   students commitment to school work;

3)   students attitudes towards teachers.

These three quality of work life dimensions were found to be strong indicators of students perceptions of their quality of work life. Further empirical studies (Williams and Batten, 1981; Lunenburg and Smidt,1989; Sabo, 1995) have supported Epstein and McPartland's (1976) quality of students school life conceptual framework. Lunenburg and Schmidt (1989), for example, using the Epstein and McPartland Framework found that in custodial schools there were lower student commitment, negative reaction to teachers and negative students reaction to teachers. However, in the more personalized humanistic schools the quality of students work life was higher with greater satisfaction towards school and more positive commitment and attitude towards their work and teachers.

The quality of work life as perceived by teachers has been investigated in many different locations. In the Canadian context Haughey and Murphy's (1989) study of teachers quality of work life found that teachers viewed a high quality of work life in schools with strong leadership,

safe working conditions, avenues for professional development, autonomy, sense of achievement, student discipline and good school-community relations. Hart (1994) reported positive and negative work experiences of teachers and the extent to which these contribute to their quality of work life in a sample of Australian schools. He found that negative quality of work life factors such as poor staff relations, ministry and parents demands, poor working conditions and authoritarian leadership reduced morale and job satisfaction. On the other hand, positive teaching experiences such as professional interaction, feedback, supportive leadership, role clarity, participative decision-making, affective discipline policy and autonomy led to improved morale, team spirit, energy and enthusiasm.

From the perspective of administrators Rossmiller (1992) used a case study approach to describe how the actions of school-level administrators affected teachers quality of work life. In his study of secondary schools in Midwestern USA, he found that principals perceived that a pleasant and orderly working environment, staff cohesion, adequacy of resources, interaction between school and community, decisions in participation, student-teacher relations and supportive leadership were the most significant quality of work life factors.

In the context of Trinidad and Tobago there appears to be no known school study using the metaphor 'quality of work life'. As already mentioned, there are related studies such as school climate (Gowrie, 1990), school effectiveness (Taylor, 1987; Ramdass, 1998), teacher morale and organizational commitment (Gupta, 1993); DeLisle, 1995), school health (Tobias, 1995) and excellence in organizations (Alleyne, 1991). These related studies took into account the relationship between the external environment and the organization. At the internal organizational level there were identified variable such as school facilities, staff relations, principal leadership, communication, reward systems, job design, group cohesiveness, participation in decision making, professional growth and size. At the individual or personal level related quality of work life variables identified included morale, sense of identity, feelings and attitudes towards work, self-esteem, trust, personal development and satisfaction.

Choice of Indicators

Quality of work life researchers have consistently opted to use perceptual definitions in their research studies (Taylor, 1978; Epstein and Mc Partland, 1976). Indeed, Halpin and Croft (1963) pointed out that the staff's concerns in its perception determined organizational behaviour.

They argued that collective perceptions are basically attributes of 'something out there' and subjectivity and objectivity can never be totally separated. Sirotnik (1980) have further noted that quality of work life, like climate, is not the property of the school skills, but rather exists because of the interacting chemistry of the people who work in that context. This study drew on these renown researchers and used mainly perceptual data in the study.

Level of Analysis

The study was guided by the works of Sirotnik (1980) who advocates the group as the unit of analysis. Furthermore, most quality of work life studies have used the group as the appropriate unit of analysis (Kershaw, Black and Brian, 1984); Taylor, 1978). In this study, therefore, individual perceptions were aggregated and school were calculated to arrive at quality of work life indicators. The level of analysis was the school and not the individual.

Research Methodology

The study was quantitative using a cross-sectional design. Such a design was considered appropriate since was it exploratory and a large sample of schools and teachers participated in the study.

Population and Sample

The school population for the study was selected from the target population of all government and government – assisted primary schools in the St. George East Education Division. There are 90 primary schools; 28 Government; 28 Roman Catholic; 7 Presbyterian; 11 Hindu; 4 Muslim. Proportionate stratified random sampling was used to get a representative sample of the different school types to ensure that there was no under-representation of schools.

The sample consisted of 54 schools : 15 government; 18 Roman Catholic; 11 Other Christian; and 10 Non- Christian schools.

The teacher population consisted of 1674 teachers. The teacher sample consisted of 621 teachers. These teachers were randomly chosen from the Teachers' Register lists in the respective schools. The number of teachers sampled in each school varied given the size of the school and the teacher population. These teachers were a mixture of male, female, experienced and inexperienced . Table 1 gives a breakdown of the school and teachers population and sample of the study.

Table 1. *School and Teacher Population and Sample*

Population and Sample	Government	Roman Catholic	Other Christian	Non Christian	Total
School (population)	29	27	15	16	87
School (sample)	15	18	11	10	54
Teacher (population)	620	497	303	254	1674
Teacher (sample)	190	201	125	105	621

Source : Planning Unit. Ministry of Education

Questionnaire Description and Validity

Interviews with teachers were conducted in 22 selected primary schools to obtain work life descriptors from 209 'raw' or initial quality of work life descriptors as perceived by teachers. After careful scrutiny eighty-five (85) most repetitive work life descriptors were identified.

A sample of teachers from randomly selected schools were then asked to rank the items they felt were most to the least important to them using a Likert – type six – point scale. Exploratory factor analysis was used to identify the thirty-two (32) quality of work life variables with means of 5..5 and above were identified (figure 1).

Further factor analysis using the Orthogonal Principal Component was done to reduce the thirty two (32) quality of work life variables to six (6) Factors. These six QWL Factors formed the basis for the development of the thirty three item questionnaire divided into Social Integration in the Work Place with ten items (Factor 1); Extrinsic Characteristics with five items (Factor 2); Working Environment with five items (Factor 3); Student-Related issues with four items (Factor 4); Collegial Relations with three items (Factor 5) and Intrinsic Individual Characteristics with five items (Factor 6) (Figure 1).

Figure 1. *Summary of factor loading on each of the six derived QWL factors*

Factor 1 - Social Integration in the Workplace	
Deep concern for teacher needs	.745
Free and open communication	.729
Friendly and approachable principal	.729
Equity in treating staff	.719
Involvement in staff decision-making	.674
Flexibility of principal	.654
Opportunity to develop staff professionally	.652
Properly enforced school rules	.540
Adequacy of resource	.513
Sense of trust among teachers	.499
Factor 2 – Extrinsic Characteristics	
Adequate retirement benefits	.896
Merit increases	.875
Adequate salary	.873
Opportunity for professional development	.785
Job satisfaction	.507
Factor 3 - Working Environment	

Good physical conditions	.799
Adequate security	.744
Safe and healthy working conditions	.724
Availability of teaching resources	.684
Reduced theft and vandalism	.658
Factor 4 - Student Related Issues	
Respect given by students	.730
Success in student academic achievement	.687
Student commitment to class	.594
Relevant Curriculum	.574
Factor 5 – Collegial Relationships	
Positive teacher – teacher relations	.811
Positive principal – staff relations	.763
Positive school climate	.701
Factor 6 – Intrinsic Individual Characteristics	
Positive self esteem	.811
Self fulfillment	.755
Sense of achievement	.622
High morale	.499
Freedom to voice concerns	.484

These six QWL Factors formed the basis for the development of the thirty two item questionnaire divided into Social Integration in the Work Place with ten items (Factor 1). For example : *the principal goes out of his way to show appreciation for teachers; there exists an open climate for innovation and experimentation.* Extrinsic Characteristics with five items (Factor 2). For example: *teachers are satisfied with the increments offered to them; there are adequate retirement benefits for teachers.*; Working Environment with five items (Factor 3). For example :*security arrangements are adequate; there are infrequent occurrences of theft and vandalism.* Student-Related issues with four items (Factor 4). For example *: the subjects taught are relevant to the needs and interest of students; students show respect to fellow students.* Collegial Relations with three items (Factor 5). For example : *there is a high level of collegiality among staff; teachers would rather teach in this school rather than some other school.* and Intrinsic Individual Characteristics with five items (Factor 6). For example ; *teachers enjoy their work at this school; there is high teacher morale at this school*.

Data Analysis and Interpretation

A total of 621 questionnaires were analyzed using an up-dated version of the Statistical Package for Social Scientists with a recent guide (George and Mallery, 1999). Each school was given a numerical code from 01 to 54 to ensure the anonymity of the schools and to facilitate analysis. A 1-2-3-4-5 Likert Scale was used to arrive at numerical values for use in the data analysis. Since the unit of analysis was the school means were used in the data analysis. The following wre the research questions that were quantitatively analyzed.

Research question 1 : What did teachers in the sampled schools perceive as the most important quality of work life indicators?

This research question used statistical means, frequencies and percentages to ascertain the importance teachers placed on each QWL factor. The importance teachers placed on each QWL Factor ranged from 1.00 to 5.00, 1.00 being the lowest and 5.00 being the highest value. There were five(5) interval ranges : 1.00-2.00; 2.01-3.00; 3.01-4.00; 4.01-5.00. To arrive at the importance on each of the six QWL Factors the QWL variables associated with each Factor were arranged across the total sample to represent each factor. For example, Factor 4 – student –related issues – there were four QWL variables associated with this Factor (respect given by students, success in academic achievement, commitment to class work, and curriculum relevance). These

variables were arranged and placed in the four value ranges in Factor 4 – 1.00-2.00 -56 (90%); 2.01-3.00 – 190 (30.6%); 3.01-4.00 – 300 (48.3%); 4.01-5.00 - (12.1%) (Table 2).

Table 2. *Range of values, number of respondents and percentages on each QWL Factor*

Value range	Factor 1 Social Integration	Factor 2 Extrinsic Characteristics	Factor 3 Working Conditions	Factor 4 Student-Related Issues	Factor 5 Collegial Relations	Factor 6 Intrinsic Characteristics
1.00 – 2.00	53 8.5%	392 63.1%	177 28.5%	56 9.0%	127 20.5%	70 11.3%
2.01- 3.00	214 34.5%	182 29.4%	283 45.6%	190 30.6%	198 31.9%	219 35.3%
3.01-4.00	294 47.3%	45 7.2%	142 22.8%	300 48.3%	237 38.1%	260 41.8%
4.01-5.00	60 9.7%	02 0.3%	19 3.1%	75 12.1%	59 9.5%	72 11.6%
Total	621 100%	621 100%	621 100%	621	621 100%	621 100%

Factor 1 : Social Integration in the Work Place.

Only fifty three teachers (8.5%) rated Factor 1 low. The majority of the teachers perceived Factor 1 – open communication patterns, effective leadership, sound school policies and participative decision-making - as one of moderate to high importance (508 teachers – 81.5%).

Factor 2 : Extrinsic Characteristics.

On this Factor, the majority of teachers (63.1%) perceived the actual status of extrinsic characteristics as having a low rating. Less than ten percent (10% = 7.2) gave this Factor a high rating. Approximately 30% of the teachers perceived this Factor (pay incentives, reward structures) as moderately important.

Factor 3 : Working Environment.

Four hundred and twenty five (78.4%) teachers were of that the working environment was of moderate to high importance to them. Only nineteen teachers (3.10)gave a low rating to the working environment. Overall the majority of teachers were of the view that safe and healthy conditions, adequate security and adequate facilities were important to their work lives.

Factor 4 : Student-Related Issues.

Student-related issues such as academic achievement, academic success, student discipline and good teacher-student relations were rated very highly (90%). Teachers perceived high student expectations in a disciplined environment as well as high student achievement enhanced their work lives in the school setting.

Factor 5 : Collegial Relations.

Four hundred and thirty five teachers (70%) felt that professional issues such as strong team work, frequent professional interaction, positive teacher-teacher and principal-teacher relations were important contributors to a high quality of work life.

Factor 6: Intrinsic Motivational Characteristics.

Over three quarters of the sampled teachers (479=75%) perceived that intrinsic factors such as high teachers morale , a sense of achievement, positive self esteem and the fulfillment of individual needs were essential to their quality of work lives.

Overall the human relationship Factors such as effective leadership, teacher , principal and student relationships were given more importance to teachers' work lives that the economic factors such as pay and salary increases.

Research Question 2 : (i) Were there differences between government and government – assisted schools in each of the six QWL categories? (ii) Where there differences among Government, Roman Catholic, other Christian and Non-Christian schools on each of the six (6) QWL) factors.

(i) This first part of research question two examined whether there were differences between Government and Government –assisted schools in each of the six (6) quality of work life (QWL) variables.

While there were differences between the mean scores on all six (6) QWL factors the differences were significant only on one (1) Factor (Factor 1 – Social Integration in the Work Place) (Table).The computed t-value for Factor one was -2.65. The tabled value was less than the calculated value of -1.645. The null hypothesis was, therefore, rejected. The higher mean score (3.16) of the Government-assisted schools as compared to the Government schools (2.97) suggests that teachers perceived a higher quality of work life in the former school with regard to work place relationships, leadership, school policies, communication patterns and other professional development issues.

Table 3. *Mean scores, Mean Differences, T Values and Degrees of Freedom of the six (6) QWL Factors.*

School type	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Government schools (means)	2.97	1.95	2.64	3.21	2.95	3.04
Government – assisted schools (means)	3.16	1.94	2.56	3.23	3.03	3.15
Mean Differences	-.11	.01	.07	-.02	-.08	-.11
T-Value	-2.65#	.10	1.1	-.42	-.96	-.1.47
Degrees of Freedom	307	358	382	383	346	3.24

Key : Factor 1 : Social Integration in the Work Place

Factor 2 : Extrinsic Characteristics

Factor 3 : Working Environment

Factor 4 : Student-related issues

Factor 5 : Collegial Relationships

Factor 5 : Intrinsic Motivation

Tabled T value : 1.645 +-

 P < .05

Significance at the .05 probability level

(ii). This second part of research question two examined whether there were significant differences between the different means of the four school types (Roman Catholic, Government, Other Christian and Non Christian schools).

Since more than two means were compared the Analysis of Variance (ANOVA) was used to determine whether significant differences existed.

Although differences were found on all six Factors, they were significant in four Factors – Social Integration in the Work place (4.87); Student –Related Issues (3.11); Collegial Relations(2.20); and Intrinsic Motivational Characteristics (3.01) (Table). These findings suggest that teachers in Government , Roman Catholic, Other Christian and Non Christian schools had varied perceptions with regard to teachers' quality of work life issues such as leadership and communication matters, student –related matters, collegial relationships and intrinsic motivational issues.

Table 4. *Means and F-Values for the six QWL   Factors in Four School Types*

QWL Factors	Government	Roman Catholic	Other Christian	Non Christian	F-Value
FI-social integration in the work place	2.97	3.09	3.28	3.10	*4.87
F2-extrinsic characteristics	1.94	1.86	1.96	2.05	1.37

F3-working environment	2.63	2.52	2.60	2.52	0.54
F4-student-related issues	3.20	3.10	3.30	3.39	*3.11
F5-collegial relations	3.56	2.63	2.54	3.23	*2.20
F6-intrinsic motivational characteristics	3.03	3.02	3.33	3.28	*3.01

*Significant at the <.0.05 probability level

Research Question Three: The relationship between each of the independent QWL Factors?

There was a strong positive correlation between Factor 1 and Factor 5 (r =0.79); Factor 1 and Factor 6 (r =0.80); and Factor 5 and Factor 6 (r =0.76). The correlation was moderate between Factor 1 and Factor 4 (0.62); Factor 2 and Factor 3 (0.51); Factor 4 and Factor 5 (0.61); and Factor 4 and Factor 6 (0.69) (Table).

Table 5. *Pearson Moment Correlation among the school-level QWL Factors*

QWL Factors	FI	F2	F3	F4	F5	F6
F1	1.00	0.43	0.39	0.62	0.79	0.80
F2		1.00	0.51	0.37	0.37	0.39
F3			1.00	0.40	0.42	0.34
F4				1.00	0.61	0.69
F5					1.00	0.76
F6						1.00

Key : F1- Social integration in the work place

      F2- Extrinsic characteristics

      F3- Working environment

      F4- Student-related issues

      F5 – Collegial relations

      F6- Intrinsic motivation

Research question 4 : The nature of the relationship between the dependent QWL Factors and the overall dependent QWL?

Part regression analysis was used to examine the strength of the relationship between the six independent QWL Factors and the overall dependent QWL. The square of the part correlation showed the unique variance of each independent QWL Factor on the overall QWL (Table).

The direct correlation of factor 1 (0.872), factor 2 (0.628), factor 5 (0.859) and factor 6 (0.860) represented fairly strong relationships with the overall dependent QWL (Table). Such strong relationships suggested that part of their predictive power was 'shared' because of the effect of multicollinearity (….). Also the larger Variance Inflation Factor values on factor 1(3.7), factor 5 (3.1), and factor 6 (3.6) indicated some degree of multicollinearity among these factors (Table…).

Since such 'shared' variances tended to obscure the ability of the independent QWL factors, part correlation was employed to calculate the unique variance explained by each of the independent QWL factors on the overall dependent QWL. The unique variance of each of the independent QWL factors was arrived at by squaring the value of their respective part correlation (Table).

Table6. *The six QWL Factors, their zero order correlation, part correlation, square of the part correlation and VIF values*

QWL Factor	Zero-Correlation	Part Correlation	Square of the Part Correlation	Variance Inflation Factor (VIF)
F1	0.872	0.105	0.01	3.7

F2	0.628	0.150	0.02	1.8
F3	0.640	0.170	0.03	1.5
F4	0.794	0.145	0.02	2.1
F5	0.859	0.143	0.02	3.1
F6	0.860	0.119	0.03	3.6

Discussion of Findings, Conclusions and Recommendations

This was an exploratory study of teachers' perceptions of their work life in an Educational District in Trinidad and Tobago.

Teachers placed the intrinsic motivational factor as the most valued indicator of their quality of work life. These involved teachers' positive self-esteem, self -fulfillment, sense of achievement, high morale and freedom to voice concerns. Variables such as effective leadership, communication patterns, staff involvement in decision-making and resource adequacy were also considered important by the teachers. These findings are consistent with the findings of the empirical literature between the quality of teachers' work life and effective school leadership (Hallinger, 2011, Tschannen-Moran, 2009); positive school climate (Pretorius and de Villiers, 2009); and high teacher moral and positive job satisfaction (Caprara, Barbaranelli, Steca, and Malone, 2006, Haughley and Murphy, 1989;).

Teachers in government –assisted appeared to have a higher quality of work life especially with regard to social integration in the workplace.

It must be noted, however, that these ' visions' of teachers' work life did not represent their real work life situation nor did they give a true picture of the actual QWL as perceived by teachers. Further, since some of the QWL 'outliers'(i.e. loyalty to Trade Union, Parent - Teacher associations) were excluded from the research some factors appeared more weighted than others. Perhaps the inclusion of these 'outliers' at some point in the study could have given more depth to the findings and thus enhanced the study.

Given the limitations of this study, there was need for more in-depth investigation of teachers' work life drawing more on the 'lived' experiences of teachers and other school actors in their naturalistic setting. Such a longitudinal study of teachers' work life can be compared to the findings of this study.

The findings of the study suggested a need for further research in the following areas:

a. The research was limited to primary schools in one (1) Educational Division in Trinidad and Tobago. There is need to investigate teachers' quality of work life of secondary schools so that comparisons can be made between primary and secondary school teachers to ascertain similarities and/or differences between them.

b. This study focused only, on teachers' perceptions. Indeed, future research in this field ought to examine students' and principals' perceptions as well. The inclusion of these actors in the school system may give a further grasp of this elusive concept quality of work life.

c. This study, using a sample of schools, only gave a partial explanation of the quality of teachers' work life. Since no universal paradigm can adequately and fully explain the quality of work life, the case study approach will give a more in-depth view of teachers' perceptions of their work life. Such case study approach will not only 'flesh out' and cross-validate findings, but also, help to communicate findings to audiences not used to statistical presentations.

d. Future research also, should focus on the relationship between teachers' quality of work life and student outcomes. Although a causal relationship may not be established, such a relational study may provide a useful framework to guide administrators and policy workers in school improvement and effectiveness.

Finally, other QWL studies should be undertaken in different educational settings and school levels to compare and cross validate the findings of this study.

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