



De La Salle University – Dasmariñas

GRADUATE PROGRAM

**LEVEL OF SATISFACTION IN SCHOOL SUBSYSTEMS AND WORK
ETHICS OF TEACHERS IN ST. SCHOLASTICA'S
COLLEGE-MANILA**

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ROSEMARIE C. MERCADO

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ABSTRACT

Name of Institution: De La Salle University-Dasmariñas

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Subsystems and Work Ethics of Teachers
in St. Scholastica's College-Manila**

Author: Rosemarie C. Mercado

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STATEMENT OF THE PROBLEM:

The study investigated the relationship between the level of satisfaction and work ethics of teachers in St. Scholastica's College at Leon Guinto, Manila, school year 2001-2002.

The study attempted to answer the following queries:

1. What is the profile of the Preschool and Grade School teachers of St. Scholastica's College in terms of age, gender, years of teaching experience in school and educational attainment?
2. What are the levels of satisfaction of the Preschool and Grade School teachers in the three subsystems (social, cultural, economic)?



3. Are there differences in the levels of satisfaction in the three subsystems when the Preschool and Grade School teachers are grouped according to age, gender, years of teaching experience and educational attainment?

4. What are the work ethics of the Preschool and Grade School teachers?

5. Are there differences in the work ethics when the Preschool and Grade School teachers are grouped according to age, gender, years of teaching experience and educational attainment?

6. Is there a relationship between the level of satisfaction in school subsystems and work ethics of teachers in St. Scholastica's College - Manila?

SCOPE AND COVERAGE:

Eighty-eight or 85.44 per cent of the total number of faculty employed in both Preschool and Grade School Departments of St. Scholastica's College-Manila, school year 2001-2002, were the respondents in this study.

METHODOLOGY:

Descriptive method was used in this study to draw out the relationship of demographic variables such as age, gender, years of teaching experience, and educational attainment to the level of



satisfaction in school subsystem and work ethics of teachers in St. Scholastica's College- Manila.

MAJOR FINDINGS:

1. Level of Satisfaction of the Respondents on School Subsystems

1.1 Social Subsystem- Sixty-five or 73.86 per cent of the respondents were highly satisfied with the social subsystem of their school. There were 21 or 23.86 per cent who were moderately satisfied and only 2 of the respondents or 2.27 per cent were fairly satisfied with the social subsystem of their school. Social subsystem ranked 2nd in terms of the level of satisfaction in the school subsystem of the teachers in St. Scholastica's College- Manila.

1.2 Cultural Subsystem- Seventy of the respondents or 79.54 per cent were highly satisfied and 17 or 19.32 per cent were moderately satisfied while only one out of 88 respondents or 1.14 per cent was fairly satisfied. Cultural Subsystem obtained the highest percentage of the respondents who were highly satisfied and the lowest percentage of the respondents who were fairly satisfied.

1.3 Economic Subsystem- There were 56 respondents or 63.64 per cent who were highly satisfied. One-third of the



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respondents, which is equivalent to 29 respondents or 32.95 per cent were moderately satisfied. There were three respondents or 3.41 per cent who were fairly satisfied with the economic subsystem. Economic subsystem obtained the lowest percentage of the respondents who were highly satisfied, the highest percentage of the respondents who were fairly satisfied among the three subsystems and obtained the lowest computed grouped mean.

2. Comparisons of the Level of Satisfaction of the Respondents when grouped according to:

2.1 Age- Age was not related to the level of satisfaction on the three subsystems of the teachers in St. Scholastica's College-Manila. The respondents, whether young or old, had the same level of satisfaction on the three subsystems of their school.

2.2 Gender- Gender was not related to the level of satisfaction on the three subsystems of their school. The respondents, whether male or female, had the same level of satisfaction on the three subsystems of their school.

2.3 Years of Teaching Experiences- Teaching experience was not related to the level of satisfaction on the three subsystems of their school. The respondents regardless of years of teaching



experience had the same level of satisfaction on the three subsystems of their school.

2.4 Educational Attainment- Degree earned was not related to the level of satisfaction on the three subsystems of their school.

The respondents, regardless of their educational attainment, had the same level of satisfaction on the three subsystems of their school.

3. Work Ethics of the Respondents

The 10 subscales namely: (a) environmental, (b) familial, (c) intellectual/achievement-oriented, (d) interpersonal, (e) managerial, (f) material, (g) occupational, (h) organizational, (i) religious, (j) variety work ethics were all rated by the respondents as very important and they were homogeneous in their ratings.

In terms of percentage, material and occupational subscales both ranked first, having 96.59 per cent or 85 respondents who valued these subscales as very important. On the other hand, the Managerial subscale ranked 10th having 61.36 per cent or 54 of the respondents who regarded this subscale very important, 31 or 35.23 per cent regarded this subscale important, and three or 3.41 per cent regarded this as Neutral.



4. Comparisons of Work Ethics of the Respondents when grouped according to:

4.1 Age- Young or old, the teachers of St. Scholastica's College had the same level of work ethics.

4.2 Gender- Gender was not related to the work ethics of the 10 subscales. The respondents, regardless of gender had the same level of work ethics on the 10 subscales.

4.3 Years of Teaching Experience- Teaching experience was not related to the work ethics of the respondents on the ten subscales. The respondents, regardless of years of teaching experience had the same work ethics on all the subscales.

4.4 Educational Attainment- Educational attainment was not related to the Work Ethics of the respondents.

5. Level of satisfaction of the respondents on school subsystems and work ethics

Level of satisfaction of the respondents on the three subsystems was not related to their work ethics. The respondents, whether highly positive or moderately positive with their work ethics, had the same level of satisfaction.

**CONCLUSIONS:**

Based on the findings of this investigation the following conclusions were drawn:

1. Majority of the respondents were relatively young in age and in service.

Majority of the teachers in St. Scholastica's College-Manila were female. Teaching profession seems less attractive to the male sector.

Majority of the respondents have master's units.

2. The respondents were highly satisfied on all the subsystems namely, social subsystem, cultural subsystem and economic subsystem. As computed, their mean level of satisfaction in the cultural subsystem was the highest among the three and closely followed by the social subsystem.

3. These teachers had the same level of satisfaction regardless of gender, age, educational attainment, and years of teaching experience. It only showed that the respondents were highly satisfied with the way St. Scholastica's College-Manila takes care of their social, cultural and economic needs.

4. Teachers in St. Scholastica's College-Manila valued the ten subscales as indicated in Filipino Work Values Scale (FWVS) very



importantly. It only showed that the teachers were well-rounded, treating all subscales as very important.

5. The teachers had the same work ethics regardless of gender, age, educational attainment, and years of teaching experience. It only showed that the respondents highly valued work ethics.

6. The teachers at St. Scholastica's College-Manila were highly satisfied on the subsystems of their school and at the same time they have been practicing, highly positive work ethics.

RECOMMENDATIONS:

In the light of the findings and conclusions drawn, the following are strongly recommended:

1. Administrators should consider hiring more male teachers.

Administrators should provide programs that will deepen their loyalty to the school.

Administrators should continue encouraging and supporting their teachers who are currently enrolled in and those who will take graduate studies in the future. Administrators should strengthen faculty development programs.

2. Educational institutions that have attained high level of job satisfaction among their teachers should strive to maintain such level and should try to improve on such whenever possible.



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3. Institutions like SSC-Manila whose teachers have attained high level of job satisfaction regardless of age, gender, years of teaching experience, and educational attainment should continue on developing programs/activities and providing an atmosphere that would enhance such satisfaction for all ages, whether male or female, and whether old or new in the school.

4. For work ethics, Administrators should continue getting suggestions from their teachers to make the school a more conducive work place.

Social activities where teachers can bring along immediate members of their families could be organized. The administrators could also carry out a Search for Outstanding Family.

Administrators should continue providing more opportunities to teachers for independent thinking in the exercise of their profession so that they will have a sense of fulfillment in doing their work well and more activities that will further enhance and nourish leadership potentials.

Administrators should design more socialization activities so that healthy interactions among the teachers could also be enhanced. Faculty members should be encouraged to help the administrators by giving suggestions through their Faculty club.



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There should be more opportunities to improve the skills, direct and implement tasks. Faculty members should also be made more aware of their importance as members of the school community. Faculty should voluntarily be involved in planning and implementing school activities.

More incentives such as recognition, awards, merits, and promotions should be given to teachers.

Administrators of SSC-Manila should continue to allow and support their teachers who are conducting lectures, seminars and similar professional activities.

More activities that will foster openness and helpfulness among members should be organized.

Administrators should deepen their programs concerning faith and religion.

Rotation in handling different grade levels, subject assignments whenever possible should be continued since variation of tasks is very important to the teachers.

5. Institutions like SSC-Manila whose teachers regardless of age, gender, years of teaching experience, and educational attainment value work ethics very importantly should continue on developing programs/activities and providing an atmosphere that would enhance such



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work ethics for all ages, whether male or female, and whether old or new in the school.

6. Administrators should maintain the good quality of their subsystems and at the same time should also maintain high work ethics.





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