

THE PROFESSIONAL AND BUREAUCRATIC ORIENTATION OF  
SECONDARY TEACHERS IN SELECTED HIGH SCHOOLS  
IN THE DIVISION OF CAVITE IN RELATION  
TO JOB SATISFACTION

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by

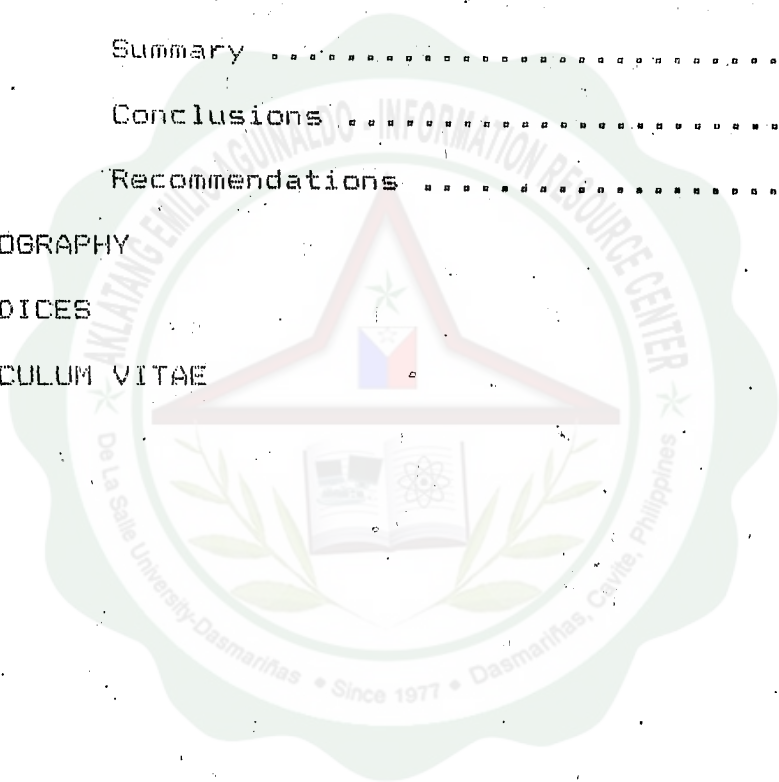
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## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

This study was centered on the determination whether secondary school teachers' orientation to organizational controls, professional, or bureaucratic is related to job satisfaction in the Division of Cavite during the school year 1987-88. The following specific questions were answered in the study.

1. What is the orientation of secondary school teachers in the Division of Cavite with respect to the dimension of professional and bureaucratic structures?
2. What are the levels of job satisfaction of secondary school teachers in the Division of Cavite with respect to the ten dimensions of job satisfaction?
3. Is there a significant agreement between the job satisfaction of the highly professionally-oriented and the highly bureaucratically-oriented teachers in the Division of Cavite?

The study is deemed significant because the findings of the study on the orientation and level of satisfaction of teachers would be important for administrators and teachers themselves in instituting changes or improvement in the organization. It can be said further that policies and strategies appropriate to

the negative outputs of this study can be formulated and implemented to enhance the attainment of the objectives of secondary education in the province of Cavite.

The study made use of the descriptive-survey method of research with 136 teachers selected through stratified random sampling as subjects. These teachers are from different schools in the Division of Cavite located in West, South, East, and Northern part of Cavite. The type of school was also considered thus representative schools for national, municipal, barangay, and vocational schools were included. The study made use of the Professionally-Bureaucratic Orientation Scale and the Job Satisfaction Scale as instruments for gathering data.

The researcher personally administered and retrieved the instruments from all the respondents with the help of the school administrators. Frequency counts were made and then tabulated. The data were treated statistically using Likert Scaling Techniques of Summated Rating and Kendall's Rank Correlation Coefficient. The statistically treated data were then analyzed and interpreted. The findings are as follows:

1. The teacher as a group manifested that they agree with the dimensions of professional orientations of teachers. These are belief in the uniqueness of student needs, professional colleagues or equals serving as source of authority, professional expertise as source

of authority, and rules as alternatives. They are neutral when it comes to loyalty to profession.

For bureaucratic orientation of teachers, the same group of teachers felt that they agree with three dimensions, namely: belief in the uniformity of pupils' needs, stress on loyalty to the school, and rules used as universal. They are neutral in dimension about authority based on status position and emphasis on teachers' experience as a source of authority.

2. Generally, the teachers in the Division of Cavite are satisfied with all the areas considered for job satisfaction except for working condition which they opted to be neutral. The teachers are satisfied with interpersonal relationship, responsibility, recognition, growth, advancement, achievement, work itself, supervision and job security. With regard to job security, the teachers are neutral on item the salary, living allowance, and retirement benefits they got.

3. For the professionally-oriented teachers, the three most job satisfying dimensions are growth, achievement, and work itself. The three least satisfying dimensions are recognition, work conditions, and supervision.

For the bureaucratically-oriented teachers, the three most job-satisfying dimensions are interpersonal relationship, supervision, and responsibility. The



three least satisfying dimensions are job security, advancement, and working conditions.

### CONCLUSIONS

In the light of the findings of the study, the following conclusions were arrived at:

1. The fact that the teachers agree with almost all the dimension for professional and bureaucratic orientations, manifested their belief in both professional and bureaucratic control structures. However, they tended to be more oriented to professionalism.

2. Teachers from the Division of Cavite are generally satisfied with all the dimensions of job satisfaction but due to the economic status of the country today, they feel that their remuneration in terms of salaries and benefits are not enough. Their being neutral to the working conditions lead to the conclusion that their working environment is still young.

3. Professionally-oriented teachers are highly satisfied with their achievement, growth, and the work itself. They are least bothered by supervision, recognition and working condition. In the case of bureaucratically-oriented teachers, they found contentment in interpersonal relationships, supervisions

and responsibility. They did not mind so much about job security and working condition.

### RECOMMENDATIONS

The following are the recommendations of the study in the light of the findings and conclusions drawn:

1. There should be opportunities for teachers clubs, social activities, sports fests, cultural presentations, dialogues, meetings, and buzz sessions in order to cultivate congenial interpersonal relationships.

2. Continuous in-service training development should be provided for professional growth, greater expertise, and knowledge.

3. Teachers who perform well must be recognized through certificates, choosing outstanding teachers and holding programs for them.

4. Supervisory practices should be restructured and improved so that the professionally-oriented teachers will not be dissatisfied. These supervisory practices could be:

a. Making guides, methodology, and other rules more flexible and used on a case to case basis.

b. More supportive and appreciative of teachers.

5. Responsibility should be distributed to teachers, rather than let the school officials assume all of it. This includes supervision of students clubs, leading community activities, and making linkage activities within the limits imposed by the teaching activities of teachers.

6. Principals should reward and recognize teachers for their efforts. They should provide programs where teachers can exercise greater responsibility, avail of professional growth, and be able to achieve their lines of interest.

7. School officials should provide rules, policies, and other measures that will encourage professionalism among teachers, such as search for truth, autonomy, concern for students, and belief in peer group.

8. Schools should provide surroundings that are well-ventilated, lighted, safe, and beautiful for greater teacher satisfaction.

9. Research along the following lines may be done:

a. Professional-bureaucratic orientations of secondary and tertiary teachers.

b. Relationships of teacher-orientation with such variables as morale, performance, motivation, and alienation.