



## Principal's Bureaucratic Management Practices and Teachers' Job Satisfaction in a City Division

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### Abstract

This study aimed to describe the bureaucratic management practices and teachers' job satisfaction in selected private schools in a city division. Specifically, it sought to determine the extent of bureaucratic management practices of school principals as reported by themselves and their teachers based on the underlying principles of Max Weber of his Theory of Bureaucratic Management and measure the level of job satisfaction of teachers of selected private schools in a city division in relation to Frederick Herzberg's Two-factor theory. In this study, the researchers utilized the purposive sampling technique in determining the management practices of a school principal and the level of job satisfaction among teachers in selected private school in a city division and the descriptive survey method with the use of guided survey questionnaires for the in-depth understanding of the data. Results of the study showed that among the six principles introduced by Weber both groups of respondents strongly agreed that division of labor was one of the bureaucratic management practices that was evident and highly manifested in their school while formal rules and regulations was given the least emphasis as far as management practices is concern.

The data also revealed that motivation and hygiene factors contributed to job satisfaction. The findings of the study revealed that in a bureaucracy or within a bureaucratic type of management, teachers are very satisfied in their job.

**Keywords:** Bureaucracy, Bureaucratic, City Division, Two-Factor Theory, Principal, Principal Bureaucratic Management Practices, Teacher, Teachers' Job Satisfaction

### Introduction

The purely bureaucratic type of administrative organization is, from a purely technical point of view, capable of attaining the highest degree of efficiency. It is superior to any other form in precision, in stability, in the stringency of its discipline, and in its reliability. It thus makes possible a particularly high degree of calculability of results for the heads of the organizations and for those acting in relation to it. It is finally superior both in intensive efficiency and in the scope its operation and is formally capable of application to all kinds of administrative works. (Weber in Schermerhorn, 2005, p. 39)

During the late 19<sup>th</sup> century, Max Weber (1947) introduced a theory on management approach in form of bureaucratic type of administrative organization. In his theory, he established the idea that all organizations would perform well as bureaucracies. Managers have the advantages of efficiency and or fairness or equity in the treatment of employees and in clients. Moreover, bureaucracy is applicable to any kind of administrative organization like school. Since in a bureaucratic type of organization managers are capable of attaining the highest degree of efficiency, employees would feel very much satisfied and happy in their work.

With the dynamism of management, developing new concepts on a technical and rational perspective is deemed possible. Hence, the present study was focused on describing how effective the management practice of a manager in a bureaucratic structure is based on the report of employees of a particular organization. The study, likewise, considered the concept of bureaucracy which was introduced by Weber and implications of bureaucratic management practices to the job satisfaction among all employees in a private school. Although, the perspective



of management practices is not new, the researchers believe that the findings of the study could be a great contributing factor to develop a frontier of knowledge. Similarly, the study would like to find out whether or not the bureaucratic management practices would be applicable to the present generation.

Generally, it is believed that the ultimate goal of every manager's job is to succeed in helping an organization achieve high performance by best utilizing its human and material resources. This can be achieved by having good management practices. A good management practices would definitely increase the level of job satisfaction among all employees.

Looking at a successful organization, may it be an industrial, corporate, or educational institution, one may wonder how managers initiate or bring success to the organization, particularly the educational organization. Moreover, possible questions may arise such as what are the strategies, approaches, and practices that lead individual members to maximum productivity in their assigned tasks or functions, leading to better work performance and positive student learning outcome. One may also think that success has something to do with the management practices of the school leader or it may be arise from the behavior of those people who are working in a particular educational institution. One of the indicators that would definitely describe a successful organization is through its employee's job satisfaction.

In the Philippines, like any other countries, it is evident that education is one of the major programs which the government has significantly taken into consideration. Thus, studying educational management is vital to every school principal. In the desire to hone the expertise of an educational manager and to become competitive in their chosen field, the study of educational management should be taken into consideration by those who aspire to become a school manager. It would help to understand better the nature of management specifically in a school setting, where most leaders are encouraged to engage in educational management particularly the leadership practices of a manager, which were exercised and applied in a certain organization. Also, in order to achieve the objective set by any school organization, right amount of education is important. It is said that educational management is a field of study and practice concerned with the operation of educational organizations. School organization adopts certain leadership practices on the purpose of achieving their school's mission and vision. Management practices are the manners and approaches of providing direction, implementing plans, and motivating people. According to Cabalang (2016), the world at present is dynamic since rapid changes have been observed in cultural, political, and other fields. Most of these changes are induced by the scientific and technological innovation that abruptly transform the lives of human being.

Observably, the educational system in the Philippines is divided in different sectors normally public or private institution. In private sector, also known as non-DepEd schools, schools are grouped according to what regions and divisions they belong.

The present study was conducted in the Division of Parañaque, National Capital Region. Based on the statistics, Parañaque City is considered to be one of the most numbered private schools among all city divisions. It is expected that with these large number of private schools in a city division, variations of management practices would be evident.

The 21<sup>st</sup> century has always been a challenge to every school leader to think critically, be creative, and be strategic in observing management practices that would best suit a certain organization that he would be managing. Nowadays, a manager should exert extra effort to go beyond the norms of leading an organization to cope with the drastic changes in the educational system.



Joven (2006) observed that leadership in education appeared to be a crucial factor in the effective accomplishment of educational goals and objectives. It is a force that activated every system in the educational arena, making effective and efficient use of physical, financial, and human resources not only to meet organizational goals but also to bring the status of the school into greater heights. Arasad (2010) asserts that teachers are the academe's greatest asset as they can make or break the institution of learning. Latest research showed that the promotion of merit systems is strongly related to job satisfaction.

Aside from management practices, the researchers would like to assess the teachers' perceptions and their feelings towards their job at present in relation to the kind of management practices a leader implemented in their school specifically in a bureaucracy system. It can be measured depending on the degree of satisfaction of the needs of the individual as a result of engaging in that work or occupation.

With these changes, a leader nowadays should have strong leadership and management capabilities for them to withstand drastic changes. A leader should be flexible to accept challenges along the way in leading his people and inspire his subordinate to perform at their very best. In this manner, it can be described that the task of an educational leader is not that easy as he is expected to set the tone in an organization (Tadeo, 2009). Thus, effective leadership affects organizational climate, supervision, subordinate relationship, and teacher's job satisfaction according to studies about managerial practices. Aguilera (2011) also states that people nowadays tend to work hard and be satisfied with their chosen career if they feel and believe that they have the capabilities to be successful and they seemingly have good models of success.

Similarly, Laceda (2009) viewed management practices as one of the aspects considered in schools management. Management for him refers to the ability of the principal to manage all the affairs of the school effectively and efficiently. He concluded that there was really a correlation between the principal's leadership practices and the school's performance as evidenced by the data on the leadership of the principals. In his study, he noted that half of the total number of respondents agreed that their principals always and almost always observed the leadership practice in visioning and it showed significant correlation to the performance of the schools in the National and Division Achievement Test. He also pointed out that the leadership practices of the principal in a certain schools led to a positive output and better performance of the schools through good management practices such as implementing proper formal authority and task responsibilities, job specialization, and strengthening harmonious working relationship with other employees. Cabrera (2015) stresses that school management is now charged with responsibility of innovating and creating an organizational environment that will produce highly proficient individual who are educational experts that can withstand whatever challenges an organization may face.

In bureaucracy, the extent of each position's formal authority and task responsibilities, and its relationship to other positions in the organization should be clearly specified. When the task and authority associated with various positions in the organization are clearly specified, managers and workers know what is expected of them and what to expect from each other.

### **Theoretical Perspectives**

This study was based on the perspective of Max Weber's Theory of bureaucratic management and Herzberg's Two-Factor theory. The objective of the study was to describe bureaucratic management practices and job satisfaction among selected private schools in a city division, the reason why the two theories were incorporated.



### Max Weber 's Bureaucratic Management Theory

At the end of the 19th century, it was German sociologist Max Weber who was the first to use and describe the term bureaucracy. This is also known as the Bureaucratic Theory of management or the Max Weber theory of Bureaucracy. For Weber, bureaucracy was the most efficient way to set up an organization, administration, and organizations as it was better than traditional structures. In a bureaucracy, everyone is treated equal and the division of labor is clearly described for each employee. He described it as “an organizational structure that is characterized by many rules, standardized processes, procedures and requirements, number of desks, meticulous division of labor and responsibility, clear hierarchies, and professional, almost impersonal, interactions between employees.” (p. 25).

Bureaucracy has been significant to public or private administration. It is because in a rational bureaucratic design, the organization is handled by a single individual.

Tadeo (2009) explained that an organization cannot withstand without a leader; just like in school, administrators take significant function in an educational system. He added that leaders have to develop a framework on how to make all things work in the right perspective aligned to the school’s mission and vision. In any established group, individuals fill different roles, and one of the roles is that of a leader. Teachers rely much on school administrators viewed as professional leaders, for the smooth operation of schools. It has been established that the success of the implementation of an educational program largely depends on what kind of leader an organization has, including the leadership practices manifested towards the teachers. Casingal (2011) states that school administrators should be aware of their role in the organization and should take an in-depth understanding of their functions to carry out their functions well.

As stated by the Bureaucratic Theory of Max Weber, such a structure was indispensable in large organizations structurally, particularly in the performance of tasks involving a great number of employees. In a bureaucracy, selection and promotion only occur on the basis of technical qualifications.

Max Weber describes his theory of bureaucratic management with his six underlying principles or elements of bureaucracy (Figure2). These are as follows: (1) division of labor, (2) authority hierarchy, (3) formal selection, (4) formal rules and regulations, (5) impersonality, and (6) career orientation. Each of these principles will be discussed in turn.

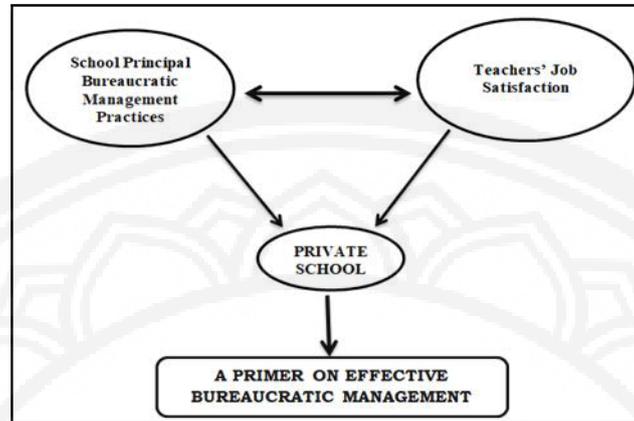
MAX WEBER THEORY OF BUREAUCRATIC MANAGEMENT SIX UNDERLYING PRINCIPLES	
<ul style="list-style-type: none"> <li>● Division of Labor</li> <li>● Authority Hierarchy</li> <li>● Formal Selection</li> </ul>	<ul style="list-style-type: none"> <li>● Administration Policies</li> <li>● Impersonality</li> <li>● Career Orientation</li> </ul>

Figure 1 Six Principles of Weber’s bureaucratic Management Theory



## Conceptual Framework

The conceptual framework of the study was based on the two theories namely, Max Weber's Theory of Bureaucratic Management and Herzberg Two-Factor Theory.



**Figure 2** Conceptual Framework of the Study

In the framework presented, the researchers established the concept that the kind of leadership practices which a school principal applied in a certain school greatly affect the level of job satisfaction of teachers. Therefore, in a bureaucratic structure, obviously a school principal is definitely displaying a bureaucratic type of leadership .

## Research Problems

This study aimed describing bureaucratic management practices and job satisfaction among selected private schools in a city division.

### Specifically, It Sought to Answer the Following Questions:

1. What is the extent of principals' practice of bureaucratic management as reported by the principals and teachers in terms of the following indicators:
  - 1.1 division of labor;
  - 1.2 authority hierarchy;
  - 1.3 formal selection;
  - 1.4 formal rules and regulations;
  - 1.5 impersonality; and
  - 1.6 career orientation?
2. What is the level of job satisfaction of teachers of selected private schools in a city division in terms of the following factors:

#### A. Maintenance Factors

- 2.1 Salary;
- 2.2 Supervision;
- 2.3 Working conditions;
- 2.4 Company policies, administrations and procedures;



2.5 Interpersonal relationships;

2.6 Status; and

2.7 Security?

**B. Motivational Factors**

2.8 Recognition, achievement, promotion; and

2.9 Professional growth?

3. Is there significant relationship between principal's bureaucratic management practices and teachers' job satisfaction?

**Research Methodology**

**Research Design**

In conducting the study, the researchers used the quantitative research design for the descriptive survey method. The descriptive survey method of research utilized a questionnaire as the main instrument in the collection of data. The researchers used the survey method for fast turnaround in data collection. It also allows for more confidentiality with those being surveyed. Those being surveyed were asked specific questions and details about school climate and employees morale. A researcher-made questionnaire was used to gather data, with a Likert-type scale for measuring each variable.

**Sampling and Participants**

The purposive sampling was used by the researchers in selecting the respondents from Paranaque City. This type of sampling was considered based on the schools' geographical accessibility, making data collection more convenient to the researchers. Schools in the Division of Paranaque City, Metro Manila, Philippines were classified into two districts: district 1 and 2. The schools that were selected in the study belonged to district 1. These are neighboring schools with respect to location and thus they were very accessible in facilitating data collection. This was the primary reasons why the purposive sampling was considered.

The purposive sampling was used in this particular study to determine who would be the respondents among the school principals and teachers in selected private schools within a city division. Purposive sampling is also known as judgmental, selective, or subjective sampling. In this study, the researchers considered the respondent schools with bureaucratic type of management as evidently displayed in their organizational structure.

**Profile of the Respondents**

Table 1 which displays the actual number of respondents per school including the percentage distribution clearly illustrates that there was only 1 school principal respondent per school. Thus, there were five principals, each representing the respective private schools, who participated in the study. The principals had rendered service for a relatively long period of time in their respective schools. Generally, they had rendered 10 to 30 years of service to the school where they are connected. They had been in charge of the over-all planning as far as educational matters are concerned. These principals were given same sets of questionnaires which were already validated by professional experts and they answered the research questionnaire which focused on management practices at their respective workplace.

**Table 1** Percentage Distribution of School Principal Respondents per School

School	Frequency	Percentage
1. School A	1	20%
2. School B	1	20%
3. School C	1	20%
4. School D	1	20%
5. School E	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

On the other hand, Table 2 presents the distribution of teacher-respondents in the five (5) selected private schools in Parañaque City. All the teacher respondents selected were tenured, to draw accurate and reliable response in answering the items in the research questionnaire. Based on their profile, the largest number of respondents belonged to School B. There were 29 teachers who participated in answering the research questionnaire equivalent to 25.44% from the total number of respondents and the least number of respondents were from School D with 17 teacher respondents' equivalent to 14.91%

**Table 2** Percentage Distribution of Teacher Respondents per School

School	Frequency	Percentage
1. School A	21	18.42%
2. School B	29	25.44%
3. School C	22	19.30%
4. School D	17	14.91%
5. School E	25	21.93%
<b>Total</b>	<b>114</b>	<b>100%</b>

### Research Site

This study was conducted in private schools in the Division of Parañaque City, one of the cities in the Metro Manila in the Philippines. The city has various educational systems with specializations in several academic and technical fields and is home to many schools and colleges.

Based on statistics, there were 112 private schools in Parañaque City at the time of research, comprising elementary and high school levels. The five schools were selected by purposive sampling technique because of their location. Four out of five schools that were chosen in the study are non-sectarian, only one is sectarian offering pre-school to senior- high school program.

### Instruments

To find out the job satisfaction of selected teachers on the management practices implemented by their respective principals, a questionnaire was used as the primary instrument in gathering data to elicit information from the respondents. The questionnaire was made by the researchers, modified from other research questionnaires. The researchers considered the gender-sensitivity of the instrument to make it free from any form of biases. It was administered to 15-20 selected teachers in each of the five private schools, depending on the teacher population.



**Role of Researchers**

In administering the instruments to selected respondents, the researchers discussed the nature of the study and explained thoroughly that the study only focused on determining the status of bureaucratic management practices of principals and the level of job satisfaction among teachers in selected private schools in Parañaque City.

**Data Gathering Procedure**

To facilitate the data gathering procedures, the researchers underwent the following stages:

**Stage 1** Initial Preparation

**Stage 2** Actual Survey

**Stage 3** Interpretation of Results

**Data Analysis**

To analyze and interpret the data gathered, the researchers used descriptive statistics to arrive at rational and valid results.

1. **Percentage** – To ascertain the relationship of a part to its whole, percentage was used to comprehensively describe the answers of the respondents.
2. **Arithmetic Mean** – To determine the center of the numerical data, the arithmetic mean was used to measure the central tendency of the responses.
3. **Weighted Mean** – As central tendency measured, it was used since the items of the questionnaires were assigned with corresponding scale.

In interpreting the weighted mean in the text of the study, the bureaucratic management practices of principals and job satisfaction computed mean were interpreted by using the Likert scales.

**Table 3** Scale Used for Measuring the School Principal Bureaucratic Management Practices

Scale	Mean Range	Descriptive Rating (DR)
4	3.50 - 4.00	Strongly Agree (SA)
3	2.50 - 3.49	Agree (A)
2	1.50 - 2.49	Disagree (D)
1	0.01 - 1.49	Strongly Disagree (SD)

**Table 4** Scale Used for Measuring Teacher’s Job Satisfaction

Scale	Mean Range	Descriptive Rating (DR)
4	3.50 - 4.00	Extremely Satisfied (ES)
3	2.50 - 3.49	Very Satisfied (VS)
2	1.50 - 2.49	Moderately Satisfied (MS)
1	0.01 - 1.49	Poorly Satisfied (PS)

4. **Ranking** – To give the proper interpretation after the weighted mean was given verbal interpretation, the results were ranked from the highest to the lowest size of the magnitude to determine the position relative to the item number.

5. **Pearson Product Moment Correlation Coefficient** – To examine the strength and direction of the linear relationship between two continuous variables.

**Table 5** Interpretation of Coefficient Correlation (r)

Value of r	Strength of Relationship
-1.0 to -0.5 or 0.51 to 1.0	Strong
-0. to -0.3 or 0.3 to 0.5	Moderate
-0.3 to -0.1 or 0.1 to 0.3	Weak
-0.1 to 0.1	None or very weak

### Results and Discussion

The study attempted to determine the principal's bureaucratic management practices and teachers' job satisfaction in selected private schools in Paranaque City by answering questions through the use of a survey questionnaire focusing and dealing with the leadership practices of school principals as well as the teachers' job satisfaction.

Among the six management practices, school principals rated themselves high on three management practices on division of labor, formal selection, and career orientation while the other management practices such as impersonality, authority hierarchy, and formal rules and regulation got a low rating as reflected in Table 6.

**Table 6** Summary of Bureaucratic Management Practices of Selected Private School Principal as Perceived by Teachers and Principals Themselves

Bureaucratic Management Practices (Max Weber) Theory of Bureaucratic Management	Principal N = 5		Teachers N = 109		General Weighted Mean		RANK
	$\bar{X}$	DR	$\bar{X}$	DR	$\bar{X}$	DR	
A. Division of Labor	3.73	SA	3.35	A	3.54	SA	1
B. Authority Hierarchy	3.47	A	3.44	A	3.46	A	4
C. Formal Selection	3.7	SA	3.29	A	3.49	A	2.5
D. Formal Rules and Regulation	3.28	A	3.28	A	3.28	A	6
E. Impersonality	3.53	SA	3.29	A	3.41	A	5
F. Career Orientation	3.67	SA	3.32	A	3.49	A	2.5
<b>Overall Mean</b>	<b>3.56</b>	<b>SA</b>	<b>3.38</b>	<b>A</b>	<b>3.44</b>	<b>A</b>	

For the results to be clearly understood, the researchers provide tabular presentations of data that would validate the result of each component of leadership practices based on the six principles identified by Max Weber in his Theory of Bureaucratic Management.

The data in Table 6 reveals the summary on school bureaucratic management practices of selected private school principals as perceived by teachers and principals themselves. Based on the findings, the five school principals in selected private schools in Paranaque City agreed that the theory of Bureaucratic Management by Max Weber is evident in their school as reflected in their leadership practices based on the six underlying principles. These six principles of Max Weber are the following: (A) division of labor, (B) authority hierarchy, (C) formal selection, (D) formal rules and regulation, (E) impersonality, and (F) career orientation.

The data further indicate that the majority of the principals strongly agreed that division of labor one of the underlying principles of Max Weber in his theory of bureaucratic management, was given high emphasis in most schools among the five respondents' schools. The division of labor among all employees is clearly shown in their organizational chart. The jobs are being divided in terms of employees' qualification and their competence as



well as in performing the tasks assigned to them. The respondents strongly agreed that most principals focused more on division of labor and this had been given much attention in their leadership practices. Other indicators of bureaucratic management such as formal selection, impersonality, and career orientation were also executed well in their schools, including formal rules and regulations which were also manifested as part of leadership practices. On the other hand, implementing formal rules and regulation seemed to be the least priority in most respondents' schools in relation to leadership practices.

**Table 7** Summary of Job Satisfaction of Teachers in Selected Private Schools as Perceived by Teachers in Relation to Maintenance Factors

<b>Job-Satisfaction Level (Herzberg-Two Factor Theory)</b>	<b>General Weighted Mean</b>	<b>Description</b>	<b>RANK</b>
<b>I. Maintenance Factors</b>			
a) Working Conditions	2.94	VS	6
b) Salary and Fringe Benefits	2.63	VS	7
c) Administration Policies	2.97	VS	5
d) Interpersonal Relations	3.20	VS	2
e) Supervisory Style	3.15	VS	3
f) Status	3.32	VS	1
g) Security	3.08	VS	4
<b>Overall Mean</b>	<b>3.04</b>	<b>VS</b>	

Table 7 presents the summary of job satisfaction of teachers in selected private schools as perceived by teachers in relation to maintenance factors. It can be viewed based on the data gathered that all the teachers were very satisfied in all of the indicators under maintenance factors of job satisfaction. The over-all mean generated a rating of 3.04 equivalent to a very satisfactory rating. Although all the respondents were very satisfied, results show that they were satisfied in different levels. The satisfactory level can be ranked based on the rating corresponding to the weighted mean. The degrees of job satisfaction level among the respondents are ranked as follows: (1) status, (2) interpersonal relations, (3) supervisory style, (4) security, (5) administration policies, (6) working conditions, and (7) salary and fringe benefit. Obviously, the indicator of job satisfaction which the respondents were satisfied was on status which generated the highest weighted mean. In contrast, all respondents agreed that salary and fringe benefits was the lowest rank in terms of job satisfaction level of teachers in private schools.

As cited by Herzberg, hygiene or maintenance factors are sources of job dissatisfaction. These are job factors which are essential to the existence of motivation at the workplace, absence of which leads to possible dissatisfaction in the long-term. In other words, hygiene factors are those factors which can make the employees feel dissatisfied in their job and are considered as extrinsic to work. These factors are also called as dissatisfiers or maintenance factors as they are required to avoid dissatisfaction and symbolize the physiological needs which the individuals want and expect to be fulfilled. Likewise, these factors are associated with the job context or work setting; that is, they relate more to the environment in which people work than to the nature of the work itself.



**Table 8** Summary of Job Satisfaction of Teachers in Selected Private School as Perceived by Teachers in Relation to Motivation Factors

Job-Satisfaction Level (Herzberg-Two Factor Theory)	General Weighted Mean	Description	RANK
<b>I. Motivation Factors</b>			
a) Recognition/Achievement/ Promotion	2.84	VS	2
b) Professional Growth	3.08	VS	1
<b>Overall Mean</b>	<b>2.96</b>	<b>MS</b>	

Table 8 shows the summary of job satisfaction of teachers in selected private school as perceived by the teachers in relation to motivation factors. The data reveals that from the two indicators of motivation factors of Herzberg (1959) that help determine the job satisfaction level of employees, the professional growth of employees had been given much attention and priorities by school principals compared to recognition, achievement, and promotion of teachers. This means that the majority of the school administrators most likely focused on how their teachers grow professionally by sending them to participate in some various seminars and workshops to hone and improve their skills in teaching, to better understand their profession, and to become proficient and competitive in their chosen career.

The data also reveals that most employees would love to be acknowledged for doing something well immediately after their good work. Some of the ways of recognizing employees include publicly appreciating them for finding solutions to a problem, writing a note of praise, establishing a formal recognition program like 'employee of the month or year', and making periodic reports directly available to the employees themselves rather than to management.

**Table 9** Summary of Rating between Bureaucratic Management Practices and Job Satisfaction

School	Bureaucratic Management Practices			Teachers' Job Satisfaction		Mean
	Principal	Teacher	Mean	Maintenance Factor	Motivation Factor	
1	3.62	3.22	3.42	2.82	2.72	2.77
2	3.39	3.06	3.23	2.26	2.13	2.20
3	3.91	3.41	3.66	3.24	3.21	3.23
4	3.81	3.49	3.65	3.23	3.3	3.27
5	3.08	3.44	3.26	3.44	3.59	3.52
	<b>Total</b>		<b>3.44</b>	<b>Total</b>		<b>2.99</b>

Based on the table, it appeared that the two groups respondents from five different private schools both agreed that the indicators of a bureaucratic management practices were still evident in their respective school as it obtained a general average mean of 3.44. With this kind of management practices, it follows that the level of job satisfaction among all employees with respect to the two factors, the maintenance and hygiene factor, was also high. This would also mean that they were very satisfied with their job at the time of the study as reflected in over-all rating of 2.99. Therefore, with bureaucratic management practices applied by the school principals in their respective schools, the teachers were all very satisfied in their job.

In finding the value of correlation coefficient of the quantitative data gathered by the researchers, the Pearson's Correlation coefficient or the Pearson's R Test formula was used. It reveals that the correlation coefficient from the tabulated data of the two variables is 0.440 which obtained a P-value lower than 0.05



Based on the interpretation of the coefficient correlation value, 0.440 indicates a moderate positive relationship between the two variables while the P-value would mean that there is significant relationship between bureaucratic management practices and job satisfaction. Furthermore, it means that the relationship between two variables, school principals' bureaucratic management practices and teachers' job satisfaction is substantially significant because some points are close to the line but other points are far from it, which indicates only a moderate linear relationship between the variables.

### **Summary of Findings, Conclusion, and Recommendations**

#### **Summary of the Study**

The study mainly focused on Principal's Bureaucratic Management Practices and Teachers' Job Satisfaction in a City Division. It aimed to describe the extent of bureaucratic management practices of school principals of selected private schools as reported by themselves and their teachers based on the underlying principles of Max Weber Theory of Bureaucratic Management. It also intended to find out the level of job satisfaction of teachers of selected private schools in Paranaque City in relation to Herzberg Two-Factor theory in terms of maintenance and motivational factors. The researchers used survey questionnaire to generate significant findings and these findings are presented hereunder.

#### **Summary of the Findings**

1. Both group of respondents, principals and teachers had agreed that bureaucratic management practices was really evident in their school.
2. The principals rated high on division of labor and very low on formal rules and regulations which registered the "agree" description.
3. In contrast, the teachers obtained a high weighted mean referring to the authority hierarchy considered to be the highest rating in contrast to the principals' results which point to division of labor as the topmost indicator.
4. The division of labor was given the highest attention from the other principles, while the formal rules and regulations appeared to be the least priority or were given less emphasis in their workplace among other components of school bureaucratic management practices.
5. In terms of maintenance and motivation factors of job satisfaction, the teachers exhibited a high level of job satisfaction in their workplace since it obtained a high mean, equivalent to a "very satisfied" description.
6. Although all teachers respondents were very satisfied in their work during the time of the study, based on the ranking of all indicators of job satisfaction, they considered having a good status or good working relationships as highly important compared to the other indicators.
7. There is significant relationship between principal's bureaucratic management practices and teacher's job satisfaction.

#### **Limitations of the Study**

This study focused on the bureaucratic management practices of school principals and teacher's job satisfaction. The researchers aimed at finding out the status of leadership practices of school principal including the level job satisfaction of teachers among selected schools in a city division. The study was conducted among selected private schools administrators and teachers in Parañaque City. The main instrument used for data gathering was a survey questionnaire. Thus, study was limited to private schools and specifically focused on the



management practices of principals and how these practices possibly influence or affect the teachers' job satisfaction.

### **Conclusion**

Based on the findings gathered, the following conclusions were made.

1. Bureaucratic management practices are still evident in private schools. Therefore, all respondent schools are said to be bureaucratic in nature.
2. Generally, the principals who were respondents of the study are still adopting a bureaucratic management approach in managing their respective schools.
3. The purely bureaucratic type of administrative organization is effective and capable of attaining the highest degree of efficiency in achieving its organizational goals.
4. Most of the teacher respondents are very satisfied with a bureaucratic system.
5. Bureaucratic management practices can still be considered good management practices which could lead to high level of job satisfaction among teachers in private schools at present.

### **Recommendations**

Based on the summary of findings and conclusions, the following are recommended.

1. Although, bureaucratic management is found to be a good management practice at present. School principals and managers should try adapting a new way of implementing a bureaucratic system, from traditional to a modern bureaucratic system that calls for change and innovation.
2. School principals may utilize the instrumentation used in the study in their respective schools to determine the level of job satisfaction among their teachers.
3. School principals are highly encouraged to use the survey questionnaire which was designed to help them evaluate their management practices if they are still into bureaucratic approach or not.
4. This research study be included as one of the topics in seminars or workshops conducted among school principals in both private and public schools. This may enlighten school principals on the nature and value of management practices that they will be implementing to ensure job satisfaction among teachers.
5. The findings of the study can contribute to the scholarship in educational leadership and management.
6. Similar studies may be enriched by using mixed-method approaches, complementing survey method with focused group discussion or participant observation for instance, for a more comprehensive understanding of the dynamics of management and job satisfaction in the workplace.

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