

Assessment on the Code of Ethics Implementation among the Faculty Members of Selected Schools in Caloocan City and Quezon City

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Abstract:

This paper aims to assess whether each essential article of the Code of Ethics for the Professional Teachers is strictly implemented in a school community. The concern is assessed by the teachers themselves based on their general observation in their respective academic institution. Input includes the Code of Ethics for Filipino professional teachers as observed by the teachers themselves in particular schools in the cities of Caloocan and Quezon. The study used Likert Scale to measure the level of implementation of each articles of Code of Ethics according to the observation of the teachers. The class interval used for this 5.0-scale is 0.80. Each interval is described as Very Strictly Implemented (VSI), Strictly Implemented (SI), Moderately Implemented (MI), Rarely Implemented (RI), and Not Implemented

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(NI), respectively. This study shows that 8 out of 10 articles of the Code of Ethics are described VSI according to the teachers while the remaining 2 articles are described SI.

Key words: Code of Ethics, Ethics, Professional Teachers, Assessment

1. INTRODUCTION

To be a licensed professional in a certain country is a privilege. It is something that a person cannot be achieved by just finishing an academic program. It literally involves a lot of hard work to be able to have this prestigious privilege; something that not all people, graduates perhaps, could ever have. In a case to case basis according to the provisions of a country, having a Master's Degree might qualify a person to be a holder of a professional license; some countries, just like the Philippines, passing a national board examination after graduating for a Bachelor's Degree is a significant requisite to be a Licensed Professional Teacher (LPT) for teachers, Certified Public Accountant (CPA) for accountants, Registered Nurse (RN) for nurses, and a lot more, being administered by Professional Regulation Commission (PRC), a government-based organization that regulates and supervises the practice of the professionals, except lawyers, in the country.

Having mentioned the process of becoming a licensed professional, its summary perhaps, we could conclude that it is also a more than one and a half decade-long process of education before achieving this title. This might lead to another conclusion that a person pursuing this surely exerted a ton of efforts during this long period of his/her life. These years of full efforts might be converted to the years of conditioning himself/herself on the idea of practicing a certain profession.

As pointed out, there are lots of professions to be conferred by PRC after passing a licensure examination. All of them are required to take an oath and declare their devotion to be a 'professional.' Being one takes a full responsibility of holding the particular title leading to more expectations from society. Every professional should know and understand each detail of Code of Ethics of their profession. This particular code is a guide of principles designed to help professionals conduct business honestly and with integrity, an example based from the concept of Business Ethics. Generally, it can be a document that outlines how professionals should practice their respective position and approach problems within an organization where they belong. The ethical principles and/or standards are based on the organization's core values. For instance, teachers' ethical code is based on the core values of Department of Education (DepEd) and/or Commission on Higher Education (CHED) as well as PRC's.

According to the website of PRC, Licensure Examination for Teachers (LET) is the currently the program with most number of examinees. This examination is one of the pre-requisites of becoming a legitimate Filipino professional teacher. Just in 2017, a board resolution of PRC was passed which allows all Filipino professional teachers to affix LPT in their names as professional title – teaching in any level, public or private. As mentioned in the Preamble of Code of Ethics for Professional Teachers, adding this title includes the responsibility of possessing dignity and reputation with high moral values as well as technical and reputation competence in the practice of this noble profession. Also, teachers strictly adhere to, observe, and practice this set of ethical and moral principles, standards, and values.

Based on the article published in DepEd Tambayan Blogspot, the Code of Ethics for Professional Teachers in the country was adopted by the Board of Professional Teachers

pursuant to the provisions of paragraph (e), Article 11, of R.A. No. 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994 and paragraph (a), section 6, P.D. No. 223, as amended. According to the same article, this code has 13 Articles with second to thirteenth articles are the specific standards set for the teachers in relation with other people in the academe:

ARTICLE	
NUMBER	TITLE
I	SCOPE AND LIMITATIONS
II	THE TEACHER AND THE STATE
III	THE TEACHER AND THE COMMUNITY
IV	A TEACHER AND THE PROFESSION
V	THE TEACHER AND THE PROFESSION
VI	THE TEACHER AND HIGHER AUTHORITIES IN THE PROFESSIONS
VII	SCHOOL OFFICIALS TEACHERS AND OTHER PERSONNEL
VIII	THE TEACHERS AND LEARNERS
IX	THE TEACHERS AND PARENTS
X	THE TEACHER AND BUSINESS
XI	THE TEACHER AS A PERSON
XII	DISCIPLINARY ACTIONS
XIII	EFFECTIVITY

Now, the main concern addressed on this paper is to assess whether each essential article of the Code of Ethics for the Professional Teachers is strictly implemented in a school community. The concern is assessed by the teachers themselves based on their general observation in their respective academic institution.

2. OBJECTIVES OF THE STUDY

The primary objective of this study is to assess whether the Code of Ethics for Filipino Professional Teachers is being implemented as observed by the teachers of a public school and

a private school. In order to attain this, this study also aims to achieve the following:

1. To assess the ethical standards implemented among faculty members of a selected private school in Quezon City;
2. To assess the ethical standards implemented among faculty members of a selected private school in Quezon City; and
3. To determine the article/s of the Code of Ethics that are followed most by the teachers (or school) in both cities.

3. THEORETICAL FRAMEWORK

From a disciplinal point of view, ethics may be considered as an interdisciplinary concept, if not a field. Whereas, the idea may be concluded through different aspects of life such as in religion (Islamic Ethics), industry (Business Ethics), other disciplines (Professional Ethics), and the like. How important the assessment on the Code of Ethics for Professional Teachers implementation in different academic institutions is a big concern when determining teachers' performance, though it is only a single aspect of many.

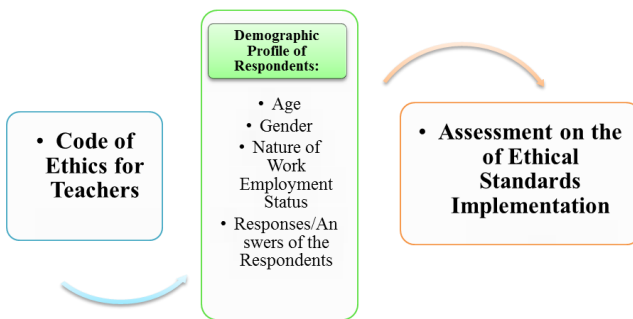
Obviously, this Code of Ethics lie under the idea of Professional Ethics, for being a teacher is a significant profession. Does being an efficient teacher end after just discussing the content?

As what McDowell Banks stated in *Ethical Conduct and the Professional's Dilemma: Choosing between Service and Success*, there is an internal dimension of a profession, in general, wherein the character of a professional as the individual choice or commitment to aspire to the highest competence and to serve others (Iacovino, 2002). Contextualizing this to professional teachers, the "others" may mean their *students, administrators, colleagues*, and more

importantly, the *community*. This may lead to a conclusion that Code of Ethics, whether mandated by a law and other national and local legal documents or not, plays a vital role affecting high competencies towards others.

It is evidently an essential concept on the assessment of this professional code for every educator ensures a high quality of service.

4. CONCEPTUAL FRAMEWORK



The diagram above shows the Input, Process, and Output that will be used by the researchers as a guide to complete the study. The INPUT consists of the copy of the Professional Code of Ethics for Teachers which is the base of the study to be conducted. Researches from other previous studies will be looked at and will be analyzed to help the researchers decide on the objectives of the study and to complete the statement of the problem. Data of the respondents is also an input to the study because their demographic profiles are necessary factors in the study. The PROCESS box consists of the distribution of the survey questionnaires to gather responses. Purposive sampling will be the sampling method. There is a specific statistical treatment that will be used to utilize the data gathered from the respondents. The OUTPUT box is the paper itself which is the assessment of ethical standards implementation among faculty members of selected schools in the Caloocan City and Quezon City.

5. STATEMENT OF THE PROBLEM

This study determined the level of ethical standards implementation among faculty members selected schools in the cities of Caloocan and Quezon, and in Sta. Maria, Bulacan. Specifically, the study aims to determine:

- A. What is the assessment on ethical standards implemented among faculty members of a selected private school in Quezon City?
- B. What is the assessment on ethical standards implemented among faculty members of a selected public school in Caloocan City?
- C. Which of the articles in the code of ethics are followed most by the teachers (or schools) in both cities?

6. SCOPE AND LIMITATION

This paper intends to assess the whether the Code of Ethics for Professional Teachers of the Philippines is strictly implemented in academic institutions. It focuses only to the Articles II – XI of the same code for these are the 10 out 13 articles which involve the role of the teachers in relation to different aspects observed in schools. The researchers selected two schools in National Capital Region (NCR) – one in Quezon City (School A), a private school and another in Caloocan City (School B), a public school – to assess the Code of Ethics implementation. The respondents are all Licensed Professional Teachers who are currently working on the same schools.

7. SIGNIFICANCE OF THE STUDY

Generally, the findings of this study redound to the benefit of the society considering that the Code of Ethics for Professional Teachers set competent and fair standards among teachers

towards the community. In addition, it will serve as a parameter of the teachers themselves, the school and administration, private organizations, and national institutions whether this code is being strictly implemented. Every single conclusion found to this paper shall be used as a basis for educational improvement in the country given the ideals of being highly-competitive and competent community with high and strong morale. Specifically, this may be beneficial to **teacher/s** who play/s an important role to holistically guiding the students; **administrator/s** who could think of ways on educational system improvement; and other **researcher/s** who conduct related study about assessment on ethical standards in various professions.

8. REVIEW OF RELATED LITERATURE

On the article entitled *“Professional Code of Ethics for Teachers”* written by Clayton Browne and published in blog The Nest, even several specific professional organizations have codes of ethics for educators which differ from one another but all of these share the basic principles of encouraging learning, personal integrity and mutual respect. He cited National Education Association (NEA) and the American Association of Educators (AAE), US-based organizations as examples, two different associations with different Code of Ethics but share similar principles. Also pointed out on his article, he also emphasized the concept of ethics to being a teacher in different perspectives:

A. Ethics Involving Students

A teacher has a duty to encourage students to learn to the best of their abilities, and also to teach social values such as respect for self and others, integrity, responsibility, cooperation, loyalty, and honesty. Teachers must follow school rules and

enforce all rules equally. Teachers must not intentionally disparage students, and must not reveal confidential information about students.

B. Personal Integrity and Accountability

Teachers must be honest, law-abiding citizens with great personal integrity who strive for the best possible performance as a teacher. A teacher must have all necessary qualifications before accepting a job, and continue professional growth through additional training, certifications or advanced degrees as required by their employers. A teacher must not accept gifts that might appear to influence any professional decisions. A teacher must not violate official school policies at public events, and must make sure to clearly distinguish personal statements from any comments made in a professional capacity representing the school.

C. Ethics Involving Colleagues

Ethical behavior also applies to colleagues, and teachers do not intentionally make false statements about colleagues or the schools where they work. A teacher must also take care to not reveal any confidential information about colleagues, nor disparage or interfere with a colleague's choice in educational methods.

D. Responsibilities to Parents and the Community at Large

A teacher must strive to maintain an open, accepting classroom environment where students from all cultural backgrounds will feel comfortable. Teachers also have a responsibility to communicate honestly and openly with the parents of students regardless of the circumstances. A teacher also has a responsibility to be an active participant in extracurricular school activities as well as in the community at large.

Another article, which was actually a paper presented in Netherlands, entitled ***“Theories on and Concepts of Professionalism of Teachers and Their Consequences for the Curriculum in Teacher Education”*** by Marco Snoek stated that teachers are considered the most important in-school impact factor on the quality of student achievement. As explained on the text, a report entitled *How the World’s Best-performing School Systems Come out on Top* mentioned clearly: *‘The available evidence suggests that the main driver of the variation in student learning at school is the quality of the teachers’ (Barber and Mourshed 2007: p12)*. Based on a large scale survey on factor influencing learning outcomes of pupils, Hattie (2009) suggests that the quality of teachers has a larger impact on the learning of pupils than the quality of the curriculum, the teaching methods, the school building or the role of parents. As a result of the widely acknowledged importance of teachers, much attention is given to policies with respect to teacher quality, both on a national and the European level. The European Council and the European Commission have published policy documents and recommendations for quality improvement of teachers and teacher education and stimulate national governments to invest in the improvement of teacher quality (Commission 2005, 2007; European Council 2007, 2009).

One important thing that we could conclude from those articles, teachers really have a vital role not just to his/her student but to other people and the academe and more importantly, to the community. A teacher is a role model and an influential human being to creating a better community to be with.

We could also notice that the Code of Ethics for Professional Teachers in the Philippines has a significant similarity and/or alignment from the ideas stated by Browne about the principles of professional ethics.

9. METHODOLOGY

The study utilized descriptive survey design and was conducted among faculty members of a private school in Quezon City (School A) and a public school in Caloocan City (School B). Purposive sampling was adapted to the teachers, thus, data were collected through a questionnaire. This study was a survey type research that aims at determining perceived level of ethical standard implementation in the Code of Ethics for Professional Teachers. Participants were education teachers. The parameter used to determine the assessment is a Likert Scale (5.00-scale) with 0.80 as the class interval. The interval is computed based on this formula:

$$i = \frac{N-1}{N}$$

where:

i=class interval

N=highest score or point

thus:

$$i = \frac{5-1}{5}$$

$$= \frac{4}{5}$$

$$i = 0.80$$

Results from teacher's questionnaires revealed that, perceived level of ethical standard implementation with the professional code of ethics:

MARK	LEVEL	INTERPRETATION	SYMBOL
5	4.20 – 5.00	Very Strictly Implemented	VSI
4	3.40 – 4.19	Strictly Implemented	SI
3	2.60 – 3.39	Moderately Implemented	MI
2	1.80 – 2.59	Rarely Implemented	RI
1	1.00 – 1.79	Not Implemented	NI

10. RESULTS AND DISCUSSION

A. What is the assessment on ethical standards implemented among faculty members of a selected private school in Quezon City?

Tables 1 to 10 provide the assessment on Articles II-XI of ethical standards implemented among faculty members of the selected private school in Quezon City while Table 11 summarizes the total assessment.

Table 1
SCHOOL A
Assessment on Ethical Standards Implementation of the Code of Ethics for Professional Teachers (The Teacher and the State)

THE TEACHER AND THE STATE	MEAN	INTERPRETATION
The schools are the nurseries of the future citizens of the state; each teacher is a trustee of the cultural and educational heritage of the nation and is under obligation to transmit to learners such heritage as well as to elevate national morality, promote national pride, cultivate love of country, instill allegiance to the constitution and for all duly constituted authorities, and promote obedience to the laws of the state.	4.17	Strictly Implemented
Every teacher or school official is actively helping to carry out the declared policies of the state, and shall take an oath to this effect.	4.08	Strictly Implemented
In the interest of the State and of the Filipino people as much as of his own, every teacher is observed to be physically, mentally and morally fit.	4.42	Very Strictly Implemented
Every teacher possesses and actualizes a full commitment and devotion to duty.	4.33	Very Strictly Implemented
A teacher does not engage in the promotion of any political, religious, or other partisan interest, and are not, directly or indirectly, solicit, require, collect, or receive any money or service or other valuable material from any person or entity for such purposes.	4.42	Very Strictly Implemented
Every teacher votes and exercises all other constitutional rights and responsibility.	4.25	Very Strictly Implemented
A teacher does not use his position or official authority or influence to coerce any other person to follow any political course of action	4.33	Very Strictly Implemented
Every teacher enjoys academic freedom and has privilege of expounding the product of his researches and investigations; provided that, if the results are inimical to the declared policies of the State, they shall be brought to the proper authorities for appropriate remedial action.	4.58	Very Strictly Implemented
TOTAL	4.32	Very Strictly Implemented

Teachers are promoting obedience to the laws of the state, actively helping to carry out the declared policies, possessing and actualizing a full commitment and devotion to duty. This article has a **total mean of 4.32** and interpreted as **Very Strictly Implemented**.

Table 2
SCHOOL A
Assessment on Ethical Standards Implementation of the Code of
Ethics for Professional Teachers
(The Teacher and the Community)

THE TEACHER AND THE COMMUNITY	MEAN	INTERPRETATION
A teacher is a facilitator of learning and of the development of the youth; he shall, therefore, render the best service by providing an environment conducive to such learning and growth.	4.67	Very Strictly Implemented
Every teacher provides leadership and initiative to actively participate in community movements for moral, social, educational, economic and civic betterment	4.25	Very Strictly Implemented
Every teacher merits reasonable social recognition for which purpose he shall behave with honor and dignity at all times and refrain from such activities as gambling, smoking, drunkenness, and other excesses, much less illicit relations	4.33	Very Strictly Implemented
Every teacher lives for and with the community and shall, therefore, study and understands local customs and traditions in order to have sympathetic attitude, therefore, refrain from disparaging the community.	4.42	Strictly Implemented
Every teacher helps the school keep the people in the community informed about the school's work and accomplishments as well as its needs and problems.	4.42	Very Strictly Implemented
Every teacher is an intellectual leader in the community, especially in the barangay, welcomes the opportunity to provide such leadership when needed, extends counseling services, as appropriate, and actively involves matters affecting the welfare of the people.	4.08	Strictly Implemented
Every teacher maintains harmonious and pleasant personal and official relations with other professionals, with government officials, and with the people, individually or collectively.	4.42	Very Strictly Implemented
A teacher possesses freedom to attend church and worships as appropriate, and does not use his positions and influence to proselyte others.	4.50	Very Strictly Implemented
TOTAL	4.39	Very Strictly Implemented

Teachers are considering initiative and providing leadership in community involvement for moral, social, educational, economic, civic and holistic betterment of the society and educational institution. This article has a **total mean of 4.39** and interpreted as **Very Strictly Implemented**.

Table 3
SCHOOL A
Assessment on Ethical Standards Implementation of the Code of Ethics for Professional Teachers (A Teacher and the Profession)

A TEACHER AND THE PROFESSION	MEAN	INTERPRETATION
Every teacher actively insures that teaching is the noblest profession, and he or she manifests genuine enthusiasm and pride in teaching as a noble calling.	4.75	Very Strictly Implemented
Every teacher upholds the highest possible standards of quality education; he or she makes the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession.	4.58	Very Strictly Implemented
Every teacher participates in the Continuing Professional Education (CPE) program of the Professional Regulation Commission, and pursues such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.	4.42	Very Strictly Implemented
Every teacher helps, if duly authorized, to seek support from the school, but does not make improper misrepresentations through personal advertisements and other questionable means.	4.25	Very Strictly Implemented
Every teacher uses the teaching profession in a manner that makes it dignified means for earning a decent living.	4.67	Very Strictly Implemented
TOTAL	4.53	Very Strictly Implemented

Teachers have high regard in the profession which is ensuing to the manifestation of genuine enthusiasm and pride in teaching. They continue upholding the highest possible standards of quality education. This article has a **total mean of 4.53** and interpreted as **Very Strictly Implemented**.

Table 4
SCHOOL A
Assessment on Ethical Standards Implementation of the Code of Ethics for Professional Teachers (The Teachers and the Profession)

THE TEACHERS AND THE PROFESSION	MEAN	INTERPRETATION
Teachers, at all times, are imbued with the spirit of professional loyalty, mutual confidence, and faith in one another, self -sacrifice for the common good; and full cooperation with colleagues. When the best interest of the learners, the school, or the profession is at stake in any controversy, teachers always support one another.	4.75	Very Strictly Implemented
A teacher does not claim credit or work not of his own, and gives due credit for the work of others which he may use.	4.42	Very Strictly Implemented
Before leaving his position, a teacher organizes for whoever assumes the position such records and other data as are necessary to carry on the work.	4.42	Very Strictly Implemented
A teacher holds inviolate all confidential information concerning associates and the school does not divulge to anyone's documents which has not been officially released, or remove records from files without permission.	4.42	Very Strictly Implemented
Every teacher seeks correctives for what may appear to be an unprofessional and unethical conduct of any associate.	4.25	Very Strictly Implemented

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A teacher submits to the proper authorities any justifiable criticism against an associate, preferably in writing, without violating the right of the individual concerned.	4.25	Very Strictly Implemented
A teacher applies for a vacant position for which he is qualified; and respects the system of selection on the basis of merit and competence.	4.67	Very Strictly Implemented
TOTAL	4.45	Very Strictly Implemented

Teachers tend to imbued at all times the spirit of loyalty, mutual confidence, and faithfulness for the common good. This article has a **total mean of 4.45** and interpreted as **Very Strictly Implemented**.

Table 5
SCHOOL A
Assessment on Ethical Standards Implementation of the Code of Ethics for Professional Teachers
(The Teacher and Higher Authorities in the Profession)

The Teacher and Higher Authorities in the Profession	MEAN	INTERPRETATION
Every teacher makes it his duty to make an honest effort to understand and support the legitimate policies of the school and the administration regardless of personal feeling or private opinion and shall faithfully carry them out.	4.67	Very Strictly Implemented
A teacher makes any false accusations or charges against superiors, especially under anonymity. Moreover, if there are valid charges, he always presents such under oath to competent authority.	3.83	Strictly Implemented
A teacher transacts all official business through channels except when special conditions warrant a different procedure, such as when special conditions are advocated but are opposed by immediate superiors, in which case, the teacher appeals directly to the appropriate higher authority.	4.50	Strictly Implemented
Every teacher, individually or as part of a group, seeks redress against injustice to the administration and to extent possible, raises grievances within acceptable democratic possesses. In doing so, they shall avoid jeopardizing the interest and the welfare of learners who's right to learn must be respected.	4.00	Strictly Implemented
Every teacher invokes the right of the principle that appointments, promotions, and transfer of teachers are made only on the basis of merit and needed in the interest of the service.	4.33	Very Strictly Implemented
A teacher who accepts a position assumes a contractual obligation to live up to his contract, assuming full knowledge of employment terms and conditions.	4.42	Very Strictly Implemented
TOTAL	4.29	Very Strictly Implemented

Teachers are observing proper protocol in any transaction or communication. They show clear understanding on the legitimate policies of the school. Also, they are considering the importance of harmonious relationship among everybody. Based on the result, this article has a **total mean of 4.29** and interpreted as **Very Strictly Implemented**.

Table 6
SCHOOL A
Assessment on Ethical Standards Implementation of the Code of
Ethics for Professional Teachers
(School Officials, Teachers, and Other Personnel)

SCHOOL OFFICIALS, TEACHERS, AND OTHER PERSONNEL	MEAN	INTERPRETATION
All school officials show professional courtesy, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened directions.	4.25	Very Strictly Implemented
School officials, teachers, and other school personnel consider it cooperative responsibility to formulate policies or introduce important changes in the system at all levels.	4.25	Very Strictly Implemented
School officials encourage and attend the professional growth of all teachers under them such as recommending them for promotion, giving them due recognition for meritorious performance, and allowing them to participate in conferences in training programs.	4.17	Strictly Implemented
No school official dismisses or recommends for dismissal a teacher or other subordinates except for cause.	4.08	Strictly Implemented
School authorities concern ensures that public school teachers are employed in accordance with pertinent civil service rules, and private school teachers are issued contracts specifying the terms and conditions of their work; provided that they are given, if qualified, subsequent permanent tenure, in accordance with existing laws.	4.33	Very Strictly Implemented
TOTAL	4.22	Very Strictly Implemented

Teachers are greatly applying the sense of professionalism in every situation or circumstance. Collaborative efforts lead to effective supervision, dignified administration and responsible leadership. Based on the result, this article has a **total mean of 4.22** and interpreted as **Very Strictly Implemented**.

Table 7
SCHOOL A
Assessment on Ethical Standards Implementation of the Code of
Ethics for Professional Teachers
(The Teachers and Learners)

THE TEACHERS AND LEARNERS	MEAN	INTERPRETATION
A teacher has a right and duty to determine the academic marks and the promotions of learners in the subject or grades he handles, provided that such determination shall be in accordance with generally accepted procedures of evaluation and measurement. In case of any complaint, teachers concerned immediately take appropriate actions, observing due process.	4.67	Very Strictly Implemented
A teacher recognizes that the interest and welfare of learners are of first and foremost concern and deals justifiably and impartially with each of them.	4.42	Very Strictly Implemented
Under no circumstance a teacher is prejudiced or discriminated against a learner.	4.08	Strictly Implemented
A teacher does not accept favors or gifts from learners, their parents or others in their behalf in exchange for requested concessions, especially if undeserved.	4.50	Very Strictly Implemented
A teacher does not accept, directly or indirectly any remuneration from tutorials other what is authorized for such service.	4.67	Very Strictly Implemented
A teacher based the evaluation of the learner's work only in merit and quality of academic performance.	4.42	Very Strictly Implemented

In a situation where mutual attraction and subsequent love develop between teacher and learner, the teacher exercises utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner.	4.50	Very Implemented	Strictly
A teacher does not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings as a punishment for acts which are clearly not manifestation of poor scholarship.	4.58	Very Implemented	Strictly
A teacher ensures that conditions contribute to the maximum development of learners are adequate, and shall extend needed assistance in preventing or solving learner's problems and difficulties.	4.75	Very Implemented	Strictly
TOTAL	4.51	Very Implemented	Strictly

Teachers are equipped with the knowledge on recognizing that the interest and welfare of learners are of first and foremost concern and act immediately when situations ask to. This article has a **total mean of 4.51** and interpreted as **Very Strictly Implemented**.

Table 8
SCHOOL A
Assessment on Ethical Standards Implementation of the Code of Ethics for Professional Teachers (The Teachers and Parents)

THE TEACHERS AND PARENTS	MEAN	INTERPRETATION	
Every teacher establishes and maintains cordial relations with parents, and shall conduct himself to merit their confidence and respect.	4.42	Very Implemented	Strictly
Every teacher informs parents, through proper authorities, of the progress and deficiencies of learner under him, exercising utmost candor and tact in pointing out the learner's deficiencies and in seeking parent's cooperation for the proper guidance and improvement of the learners.	4.42	Very Implemented	Strictly
A teacher hears parent's complaints with sympathy and understanding, and discourages unfair criticism.	4.25	Very Implemented	Strictly
TOTAL	4.36	Very Implemented	Strictly

Teachers are having open communication to parents of learners. Most of the time, they establish and maintain cordial relations with parents and understand certain limitations. Based on the result, this article has a **total mean of 4.36** and interpreted as **Very Strictly Implemented**.

Table 9
SCHOOL A
Assessment on Ethical Standards Implementation of the Code of
Ethics for Professional Teachers
(The Teacher and Business)

THE TEACHER AND BUSINESS	MEAN	INTERPRETATION
A teacher has the right to engage directly or indirectly, in legitimate income provided that it does not relate to or adversely affect his work as a teacher.	4.58	Very Strictly Implemented
A teacher maintains a good reputation with respect to the financial matters such as in the settlement of his debts and loans in arranging satisfactorily his private financial affairs.	4.42	Very Strictly Implemented
No teacher acts, directly or indirectly, as agent of, or is financially interested in, any commercial venture which furnish textbooks and other school commodities in the purchase and disposal of which he can exercise official influence, except only when his assignment is inherently, related to such purchase and disposal; provided they shall be in accordance with the existing regulations; provided, further, that members of duly recognized teachers cooperatives may participate in the distribution and sale of such commodities.	4.33	Very Strictly Implemented
TOTAL	4.44	Very Strictly Implemented

Teachers always reminding themselves in regards with maintaining good reputation with respect to financial matters. Moreover, they live on the laws of integrity. This article has a **total mean of 4.44** and interpreted **Very Strictly Implemented**.

Table 10
SCHOOL A
Assessment on Ethical Standards Implementation of the Code of
Ethics for Professional Teachers
(The Teacher as a Person)

THE TEACHER AS A PERSON	MEAN	INTERPRETATION
A teacher is, above all, a human being endowed with life for which it is the highest obligation to live with dignity at all times whether in school, in the home, or elsewhere.	4.83	Very Strictly Implemented
A teacher shall places premium upon self-discipline as the primary principle of personal behavior in all relationships with others and in all situations.	4.75	Very Strictly Implemented
A teacher maintains at all times a dignified personality which could serve as a model worthy of emulation by learners, peers and all others.	4.67	Very Strictly Implemented
A teacher always recognizes the Almighty God as guide of his own destiny and of the destinies of men and nations.	4.50	Very Strictly Implemented
TOTAL	4.69	Very Strictly Implemented

Teachers live with dignity at all times. They place premium upon self-discipline, serve as model worth emulating and recognize Almighty God as guide for better life. Based on the result, this article has a **total mean of 4.69** and interpreted as **Very Strictly Implemented**.

Table 11
SCHOOL A
Composite Assessment on Ethical Standards Implementation of the Code of Ethics for Professional Teachers

	ARTICLES	MEAN	VI
II	The Teacher and the State	4.32	VSI
III	The Teacher and the Community	4.39	VSI
IV	A Teacher and the Profession	4.53	VSI
V	The Teachers and the Profession	4.45	VSI
VI	The Teacher and Higher Authorities in the Profession	4.29	VSI
VII	School Officials, Teachers, and Other Personnel	4.22	VSI
VIII	The Teachers and Learners	4.51	VSI
IX	The Teachers and Parents	4.36	VSI
X	The Teacher and Business	4.44	VSI
XI	The Teacher as a Person	4.69	VSI
	TOTAL	44.20	
	WEIGHTED MEAN	4.42	VSI

Table 11 shows the composite assessment on ethical standards of the Code of Ethics for Professional Teachers in the selected private school in Quezon City. Based on the result, all articles are observed to be **Very Strictly Implemented**.

Article XI: The Teacher as a Person is concluded the most observed article with **4.69 mean** and is interpreted as **Very Strictly Implemented**. On the other hand, **Article VII: School Officials, Teachers, and Other Personnel** is the least observed article with **4.22 mean** and is also interpreted as **Very Strictly Implemented**, despite of being the lowest.

A total of **4.42 weighted mean** concludes the assessment on ethical standards among the faculty members, obviously interpreted as **Very Strictly Implemented**.

B. What is the assessment on ethical standards implemented among faculty members of a selected private school in Quezon City?

Tables 12 to 21 provide the assessment on Articles II-XI of ethical standards implemented among faculty members of the selected public school in Caloocan City while Table 22 summarizes the total assessment.

Table 12
SCHOOL B
Assessment on Ethical Standards Implementation of the Code of
Ethics for Professional Teachers
(The Teacher and the State)

THE TEACHER AND THE STATE	MEAN	INTERPRETATION
The schools are the nurseries of the future citizens of the state; each teacher is a trustee of the cultural and educational heritage of the nation and is under obligation to transmit to learners such heritage as well as to elevate national morality, promote national pride, cultivate love of country, instill allegiance to the constitution and for all duly constituted authorities, and promote obedience to the laws of the state.	4.25	Very Strictly Implemented
Every teacher or school official is actively helping to carry out the declared policies of the state, and shall take an oath to this effect.	4.00	Strictly Implemented
In the interest of the State and of the Filipino people as much as of his own, every teacher is observed to be physically, mentally and morally fit.	4.40	Very Strictly Implemented
Every teacher possesses and actualizes a full commitment and devotion to duty.	4.35	Very Strictly Implemented
A teacher does not engage in the promotion of any political, religious, or other partisan interest, and are not, directly or indirectly, solicit, require, collect, or receive any money or service or other valuable material from any person or entity for such purposes.	3.95	Strictly Implemented
Every teacher votes and exercises all other constitutional rights and responsibility.	3.90	Strictly Implemented
A teacher does not use his position or official authority or influence to coerce any other person to follow any political course of action	4.00	Very Strictly Implemented
Every teacher enjoys academic freedom and has privilege of expounding the product of his researches and investigations; provided that, if the results are inimical to the declared policies of the State, they shall be brought to the proper authorities for appropriate remedial action.	4.30	Very Strictly Implemented
TOTAL	4.14	Strictly Implemented

Teachers play a vital role in the society in transmitting the cultural and educational heritage of the nation to each learner and have the highest obligation to elevate national morality, promote national pride, cultivate love of country and promote obedience to the laws of the state. By doing so, every teacher is observed to be physically, mentally and morally fit and possesses full commitment and devotion to duty. This article has a **total mean of 4.14** and interpreted as **Strictly Implemented**.

Table 13
SCHOOL B
Assessment on Ethical Standards Implementation of the Code of
Ethics for Professional Teachers
(The Teacher and the Community)

THE TEACHER AND THE COMMUNITY	MEAN	INTERPRETATION
A teacher is a facilitator of learning and of the development of the youth; he shall, therefore, render the best service by providing an environment conducive to such learning and growth.	4.45	Very Strictly Implemented
Every teacher provides leadership and initiative to actively participate in community movements for moral, social, educational, economic and civic betterment	4.15	Strictly Implemented
Every teacher merits reasonable social recognition for which purpose he shall behave with honor and dignity at all times and refrain from such activities as gambling, smoking, drunkenness, and other excesses, much less illicit relations	4.00	Strictly Implemented
Every teacher lives for and with the community and shall, therefore, study and understands local customs and traditions in order to have sympathetic attitude, therefore, refrain from disparaging the community.	4.00	Strictly Implemented
Every teacher helps the school keep the people in the community informed about the school's work and accomplishments as well as its needs and problems.	4.20	Very Strictly Implemented
Every teacher is an intellectual leader in the community, especially in the barangay, welcomes the opportunity to provide such leadership when needed, extends counseling services, as appropriate, and actively involves matters affecting the welfare of the people.	3.95	Strictly Implemented
Every teacher maintains harmonious and pleasant personal and official relations with other professionals, with government officials, and with the people, individually or collectively.	4.20	Very Strictly Implemented
A teacher possesses freedom to attend church and worships as appropriate, and does not use his positions and influence to proselyte others.	3.60	Strictly Implemented
TOTAL	4.07	Strictly Implemented

Teachers perceived to be very important in a community who facilitate learning and help develop the moral character of the youth, therefore, tasked to provide a conducive environment to such learning and growth. By doing so, teachers do the initiative and provide leadership in community involvement for moral, social, educational, economic, civic and holistic betterment of the society and educational institution. This article has a **total mean of 4.07** and interpreted as **Strictly Implemented**.

Table 14
SCHOOL B
Assessment on Ethical Standards Implementation of the Code of
Ethics for Professional Teachers
(A Teacher and the Profession)

A TEACHER AND THE PROFESSION	MEAN	INTERPRETATION
Every teacher actively insures that teaching is the noblest profession, and he or she manifests genuine enthusiasm and pride in teaching as a noble calling.	4.55	Very Strictly Implemented
Every teacher upholds the highest possible standards of quality education; he or she makes the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession.	4.50	Very Strictly Implemented
Every teacher participates in the Continuing Professional Education (CPE) program of the Professional Regulation Commission, and pursues such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.	3.60	Strictly Implemented
Every teacher helps, if duly authorized, to seek support from the school, but does not make improper misrepresentations through personal advertisements and other questionable means.	4.30	Very Strictly Implemented
Every teacher uses the teaching profession in a manner that makes it dignified means for earning a decent living.	4.30	Very Strictly Implemented
TOTAL	4.25	Very Strictly Implemented

Teachers have high regard in the teaching profession by ensuring the continuous manifestation of genuine enthusiasm and pride in the teaching and learning process. They continue upholding the highest possible standards of quality education through participating in the Continuing Professional Education and pursue such other studies as will improve his efficiency, competency and productivity. This article has a **total mean of 4.25** and interpreted as **Very Strictly Implemented**.

Table 15
SCHOOL B
Assessment on Ethical Standards Implementation of the Code of
Ethics for Professional Teachers
(The Teachers and the Profession)

THE TEACHERS AND THE PROFESSION	MEAN	INTERPRETATION
Teachers, at all times, are imbued with the spirit of professional loyalty, mutual confidence, and faith in one another, self -sacrifice for the common good; and full cooperation with colleagues. When the best interest of the learners, the school, or the profession is at stake in any controversy, teachers always support one another.	4.30	Very Strictly Implemented
A teacher does not claim credit or work not of his own, and gives due credit for the work of others which he may use.	4.10	Strictly Implemented
Before leaving his position, a teacher organizes for whoever assumes the position such records and other data as are necessary to carry on the work.	4.45	Very Strictly Implemented

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A teacher holds inviolate all confidential information concerning associates and the school does not divulge to anyone's documents which has not been officially released, or remove records from files without permission.	4.45	Very Strictly Implemented
Every teacher seeks correctives for what may appear to be an unprofessional and unethical conduct of any associate.	3.95	Strictly Implemented
A teacher submits to the proper authorities any justifiable criticism against an associate, preferably in writing, without violating the right of the individual concerned.	4.15	Strictly Implemented
A teacher applies for a vacant position for which he is qualified; and respects the system of selection on the basis of merit and competence.	4.35	Very Strictly Implemented
TOTAL	4.25	Very Strictly Implemented

Teachers tend to imbued, most of the times, the spirit of loyalty, mutual confidence, and faithfulness for the common good and full cooperation with the colleagues. This article has a **total mean of 4.25** and interpreted as **Very Strictly Implemented**.

Table 16
SCHOOL B
Assessment on Ethical Standards Implementation of the Code of Ethics for Professional Teachers
(The Teacher and Higher Authorities in the Profession)

The Teacher and Higher Authorities in the Profession	MEAN	INTERPRETATION
Every teacher makes it his duty to make an honest effort to understand and support the legitimate policies of the school and the administration regardless of personal feeling or private opinion and shall faithfully carry them out.	4.25	Very Strictly Implemented
A teacher makes any false accusations or charges against superiors, especially under anonymity. Moreover, if there are valid charges, he always presents such under oath to competent authority.	3.75	Strictly Implemented
A teacher transacts all official business through channels except when special conditions warrant a different procedure, such as when special conditions are advocated but are opposed by immediate superiors, in which case, the teacher appeals directly to the appropriate higher authority.	4.25	Very Strictly Implemented
Every teacher, individually or as part of a group, seeks redress against injustice to the administration and to extent possible, raises grievances within acceptable democratic possesses. In doing so, they shall avoid jeopardizing the interest and the welfare of learners who's right to learn must be respected.	4.15	Strictly Implemented
Every teacher invokes the right of the principle that appointments, promotions, and transfer of teachers are made only on the basis of merit and needed in the interest of the service.	4.00	Strictly Implemented
A teacher who accepts a position assumes a contractual obligation to live up to his contract, assuming full knowledge of employment terms and conditions.	4.20	Very Strictly Implemented
TOTAL	4.10	Strictly Implemented

Teachers are observing proper protocol in any transactions or communications. They show clear understanding on the legitimate policies of the school. Also, they are considering the importance of harmonious relationship among colleagues.

Based on the result, this article has a **total mean of 4.10** and interpreted as **Strictly Implemented**.

Table 17
SCHOOL B
Assessment on Ethical Standards Implementation of the Code of Ethics for Professional Teachers (School Officials, Teachers, and Other Personnel)

SCHOOL OFFICIALS, TEACHERS, AND OTHER PERSONNEL	MEAN	INTERPRETATION
All school officials show professional courtesy, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened directions.	4.10	Strictly Implemented
School officials, teachers, and other school personnel consider it cooperative responsibility to formulate policies or introduce important changes in the system at all levels.	4.00	Strictly Implemented
School officials encourage and attend the professional growth of all teachers under them such as recommending them for promotion, giving them due recognition for meritorious performance, and allowing them to participate in conferences in training programs.	4.05	Strictly Implemented
No school official dismisses or recommends for dismissal a teacher or other subordinates except for cause.	4.10	Very Strictly Implemented
School authorities concern ensures that public school teachers are employed in accordance with pertinent civil service rules, and private school teachers are issued contracts specifying the terms and conditions of their work; provided that they are given, if qualified, subsequent permanent tenure, in accordance with existing laws.	4.15	Very Strictly Implemented
TOTAL	4.08	Strictly Implemented

Teachers are greatly applying the sense of professionalism in every situation or circumstance. Collaborative efforts lead to effective supervision, dignified administration and responsible leadership. Based on the result, this article has a **total mean of 4.08** and interpreted as **Strictly Implemented**.

Table 18
SCHOOL B
Assessment on Ethical Standards Implementation of the Code of Ethics for Professional Teachers (The Teachers and Learners)

THE TEACHERS AND LEARNERS	MEAN	INTERPRETATION
A teacher has a right and duty to determine the academic marks and the promotions of learners in the subject or grades he handles, provided that such determination shall be in accordance with generally accepted procedures of evaluation and measurement. In case of any complaint, teachers concerned immediately take appropriate actions, observing due process.	4.30	Very Strictly Implemented
A teacher recognizes that the interest and welfare of learners are of first and foremost concern and deals justifiably and impartially with each of them.	4.25	Very Strictly Implemented
Under no circumstance a teacher is prejudiced or discriminated against a learner.	4.10	Strictly Implemented

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A teacher does not accept favors or gifts from learners, their parents or others in their behalf in exchange for requested concessions, especially if undeserved.	4.15	Strictly Implemented
A teacher does not accept, directly or indirectly any remuneration from tutorials other what is authorized for such service.	4.10	Strictly Implemented
A teacher based the evaluation of the learner's work only in merit and quality of academic performance.	4.15	Strictly Implemented
In a situation where mutual attraction and subsequent love develop between teacher and learner, the teacher exercises utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner.	4.30	Very Strictly Implemented
A teacher does not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings as a punishment for acts which are clearly not manifestation of poor scholarship.	4.20	Very Strictly Implemented
A teacher ensures that conditions contribute to the maximum development of learners are adequate, and shall extend needed assistance in preventing or solving learner's problems and difficulties.	4.15	Strictly Implemented
TOTAL	4.19	Strictly Implemented

Teachers are in the battlefields who know exactly what takes place in the teaching – learning process. They work directly and closely with the learners therefore have the authority regarding the academic marks and promotion of the learners. Nevertheless, they are willing to extend needed assistance in preventing and solving learners’ problems and difficulties. This article has a **total mean of 4.19** and interpreted as **Strictly Implemented**.

Table 19
SCHOOL B
Assessment on Ethical Standards Implementation of the Code of Ethics for Professional Teachers
(The Teachers and Parents)

THE TEACHERS AND PARENTS	MEAN	INTERPRETATION
Every teacher establishes and maintains cordial relations with parents, and shall conduct himself to merit their confidence and respect.	4.25	Very Strictly Implemented
Every teacher informs parents, through proper authorities, of the progress and deficiencies of learner under him, exercising utmost candor and tact in pointing out the learner's deficiencies and in seeking parent's cooperation for the proper guidance and improvement of the learners.	4.20	Very Strictly Implemented
A teacher hears parent's complaints with sympathy and understanding, and discourages unfair criticism.	4.25	Very Strictly Implemented
TOTAL	4.23	Very Strictly Implemented

Parents are one of the stakeholders of the school. Teachers and school officials have a frequent and open communication to the parents of the learners. Teachers establish and maintain cordial relations with parents and listen sympathetically with parents’ complains and recommendations. Based on the result,

this article has a **total mean of 4.23** and interpreted as **Very Strictly Implemented**.

Table 20
SCHOOL B
Assessment on Ethical Standards Implementation of the Code of
Ethics for Professional Teachers
(The Teacher and Business)

THE TEACHER AND BUSINESS	MEAN	INTERPRETATION
A teacher has the right to engage directly or indirectly, in legitimate income provided that it does not relate to or adversely affect his work as a teacher.	4.10	Strictly Implemented
A teacher maintains a good reputation with respect to the financial matters such as in the settlement of his debts and loans in arranging satisfactorily his private financial affairs.	4.35	Very Strictly Implemented
No teacher acts, directly or indirectly, as agent of, or is financially interested in, any commercial venture which furnish textbooks and other school commodities in the purchase and disposal of which he can exercise official influence, except only when his assignment is inherently, related to such purchase and disposal; provided they shall be in accordance with the existing regulations; provided, further, that members of duly recognized teachers cooperatives may participate in the distribution and sale of such commodities.	4.10	Strictly Implemented
TOTAL	4.18	Strictly Implemented

Teachers, at all times, maintain good reputation with respect to the financial matters. Thus, have the right to engage only with the legitimate income. This article has a **total mean of 4.18** and interpreted as **Strictly Implemented**.

Table 21
SCHOOL B
Assessment on Ethical Standards Implementation of the Code of
Ethics for Professional Teachers
(The Teacher as a Person)

THE TEACHER AS A PERSON	MEAN	INTERPRETATION
A teacher is, above all, a human being endowed with life for which it is the highest obligation to live with dignity at all times whether in school, in the home, or elsewhere.	4.40	Very Strictly Implemented
A teacher shall place premium upon self-discipline as the primary principle of personal behavior in all relationships with others and in all situations.	4.20	Very Strictly Implemented
A teacher maintains at all times a dignified personality which could serve as a model worthy of emulation by learners, peers and all others.	4.35	Very Strictly Implemented
A teacher always recognizes the Almighty God as guide of his own destiny and of the destinies of men and nations.	4.40	Very Strictly Implemented
TOTAL	4.34	Very Strictly Implemented

Teachers are role models who, at all times, maintain to live with dignified personality whether in school, at home or elsewhere. They place premium upon self-discipline as the primary principle of personal behavior in all relationships with others. Based on the result, this article has a **total mean of 4.34** and interpreted as **Very Strictly Implemented**.

Table 22
SCHOOL B
Composite Assessment on Ethical Standards Implementation of the Code of Ethics for Professional Teachers

	ARTICLES	MEAN	VI
II	The Teacher and the State	4.14	SI
III	The Teacher and the Community	4.07	SI
IV	A Teacher and the Profession	4.25	VSI
V	The Teachers and the Profession	4.25	VSI
VI	The Teacher and Higher Authorities in the Profession	4.10	SI
VII	School Officials, Teachers, and Other Personnel	4.08	SI
VIII	The Teachers and Learners	4.19	SI
IX	The Teachers and Parents	4.23	VSI
X	The Teacher and Business	4.18	SI
XI	The Teacher as a Person	4.34	VSI
	TOTAL	41.83	
	WEIGHTED MEAN	4.18	SI

Table 22 shows the composite assessment on ethical standards of the Code of Ethics for Professional Teachers in the selected public school in Caloocan City. Based on the result, 6 out of 10 articles are observed to be **Strictly Implemented**, while the other 4 are **Very Strictly Implemented**.

Same as in School A, **Article XI: The Teacher as a Person** is concluded the most observed article with **4.34 mean** and is interpreted as **Very Strictly Implemented**. On the other hand, **Article III: The Teacher and the Community** is the least observed article with **4.07 mean** and is interpreted as **Strictly Implemented**.

A total of **4.18 weighted mean** concludes the assessment on ethical standards among the faculty members, interpreted as **Strictly Implemented**.

C. Which of the articles in the code of ethics are followed most and least by the teachers in both cities?

Table 23
SCHOOL A and SCHOOL B
Combined Composite Assessment on Ethical Standards
Implementation of the Code of Ethics among Professional Teachers
in Selected Schools in Quezon City and Caloocan City

	ARTICLES	MEAN	VI
II	The Teacher and the State	4.23	VSI
III	The Teacher and the Community	4.23	VSI
IV	A Teacher and the Profession	4.39	VSI
V	The Teachers and the Profession	4.35	VSI
VI	The Teacher and Higher Authorities in the Profession	4.20	SI
VII	School Officials, Teachers, and Other Personnel	4.15	SI
VIII	The Teachers and Learners	4.35	VSI
IX	The Teachers and Parents	4.30	VSI
X	The Teacher and Business	4.31	VSI
XI	The Teacher as a Person	4.52	VSI
	TOTAL	43.30	
	WEIGHTED MEAN	4.30	VSI

Table 23 shows the composite assessment on ethical standards of the Code of Ethics for Professional Teachers in the selected private school in Quezon City and in selected public school in Caloocan City. Based on the result, 8 out of 10 articles are observed to be **Very Strictly Implemented**, while the other 2 are **Strictly Implemented**.

Article XI: The Teacher as a Person is concluded the most followed article with **4.52 mean** and is interpreted as **Very Strictly Implemented**. On the other hand, **Article VII: School Officials, Teachers, and Other Personnel** is the least followed article with **4.15 mean** and is interpreted as **Strictly Implemented**.

A total of **4.30 weighted mean** concludes the assessment on ethical standards among the faculty members in both cities, interpreted as **Very Strictly Implemented**.

11. CONCLUSIONS AND RECOMMENDATIONS

Based on data findings, interpretation and analysis, the researchers conclude and recommend the following:

ARTICLES	CONCLUSIONS	RECOMMENDATIONS
The Teacher and the State	The study shows that teachers always follow this article.	Teachers should continuously follow the code of ethics.
The Teacher and the Community	The survey shows that teachers have strong connection to the community.	They should continue to strengthen the relation between the teacher and the community.
A Teacher and the Profession	Therefore, the survey shows that teachers really know how to live with their oath as teachers.	They should continuously set a good example in their profession.
The Teachers and the Profession	The result shows that teachers possess a representation where students, as well as the community, make him/her an ideal man to imitate to promote goodness.	Each teacher shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment.
The Teacher and Higher Authorities in the Profession	The study shows that indicating this study has predominantly positive attitude. This positive attitude helps the teachers to be a role model for the future generation of students, fellow-teachers, and the higher authorities.	Each teacher must possess the qualities to balance the needs of the students, the needs of the teachers, and the needs of the higher authorities in the profession to accomplish established goals.
School Officials, Teachers and Other Personnel	Therefore, the survey shows that through the hard work of every stakeholder, it might lead to a productive and rich environment inside the school.	School officials, teachers and other personnel must have the communication skills to listen to, understand, and influence others for the welfare of Philippine education system.
The Teachers and Learners	The results show that teachers and students have harmonious relationship in school especially inside the classroom.	Each teacher must be able to devote his/her full attention and time for the institute, the learner so he/she will be able to contribute the maximum to its development.
The Teachers and Parents	Therefore, it demonstrates to a child/student that he can trust his teacher, as his parents do. This positive relationship makes a child feel like the important people in his life are working together.	The Teachers and Parents should collaborate, set clear limits, enforce rules, and expect mature behavior of the learners and allow more democratic decision-making.
The Teachers and the Business	Based on the results, teachers maintain his/her reputation with regard to business or other financial source of income so as not to affect or influence his / her line of work.	Each teacher should maintain a good reputation to the financial matter in accordance with the existing regulations in our Philippine education system.
The Teacher as a Person	The study shows that the teacher has a significant role to play in society. His/hers influence on his/her students and on other people with whom he/she work and live depends a great deal on his/her philosophy as a person and as a teacher.	Each teacher should observe to live with dignity at all times so she/he could serve as a model worthy of emulation by learners, peers and all others.

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