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## Perceived Level of Ethical Standards

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### Abstract:

*Like any other profession, teaching has also set of ethical standards which can vary in different countries. In the Philippines, it is under the amended Philippine Professionalization Act of 1994 and adopted by the Board for Professional Teachers. Licensed teachers are adhering to commit to the set of ethical and moral principles of the Code of Ethics for Professional Teachers. In this study, the researchers aim to assess the perceive implementation level of ethical standards among new teachers. The researchers used the Purposive Sampling method; the respondents are selected based on the characteristic of a population and the objective of the study. Also includes producing and administering survey questions to selected secondary schools in Manila followed by observation and consolidation of data in giving conclusion to the study.*

**Key words:** Ethics, Ethical Standards, Professional Teachers, Educators, Administrators

## INTRODUCTION

A teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. An effective teacher

understands that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education. Because they have a daily influence on the lives of children, teachers are often held to high standards. In the midst of all of their responsibilities, they're required to serve as strong role models and demonstrate ethical behaviours as they interact with students, colleagues, parents and others. Developing and following a professional code of ethics helps make sure teachers act in a professional and ethical manner at all times.

A teacher's job in working to the students is to provide a quality education to all. A professional code of ethics must address this fact, stating that teachers must not show favouritism or discriminate against students. Teachers also must interact with students appropriately, not taking advantage of students in any way, bullying students or putting them down. Contact with students outside of the classroom or school building must be kept to a minimum and must focus on school-related activities and events. In addition to a teacher's job to help all students learn, a professional code of ethics also addresses a teacher's responsibility to keep students safe. Teachers must abide by all school and classroom safety procedures to ensure student safety. It's also a teacher's responsibility to report instances of bullying and harassment. If teacher suspects cases of abuse or neglect, or a student confides in a teacher in cases of abuse or neglect, the teacher is required to report it to the proper authorities, even if the student requests otherwise.

Teachers must maintain ethical behaviour in professional practice by accurately representing and maintaining certifications, licenses and other qualifications. Applying for a teaching certificate with false information or lying about meeting the requirements to renew the certificate can lead to a loss of teaching privileges. In addition to qualifications, teachers must practice ethical behaviour when it

comes to reporting grades and handling assessments. Misrepresenting grades or altering student responses on assessments can lead to criminal charges and the loss of a job.

In a school, teachers working with the colleagues must collaborate with administrators, fellow teachers and other employees in order to provide a safe and positive learning experience for students. A teacher must follow the direction of administrators, even if rules or expectations seems unreasonable, in order to avoid undermining an administrator's authority and to set a positive example for students. When disagreements arise between teachers, they must handle the disagreements in private and refrain from talking negatively about colleagues in front of students. In addition, teachers must engage in appropriate relationships with colleagues, keeping personal feelings and adult behaviours out of the school.

Aside from colleagues, teachers have a responsibility to interact positively with parents and other stakeholders in a child's education. Contact with parents must be kept professional, free from arguments and physical contact. If a teacher has an issue with a parent, another teacher or administrator must be present during all meetings. Teachers also must avoid being unduly influenced by parents and other stakeholders when it comes to students' grades or other school-related matters.

As role models, teachers must follow a professional code of ethics. This ensures that students receive a fair, honest and uncompromising education. A professional code of ethics outlines teachers' main responsibilities to their students and defines their role in students' lives. Above all, teachers must demonstrate integrity, impartiality and ethical behaviour in the classroom and in their conduct with parents and co-workers.

## **THEORETICAL FRAMEWORK**

The researchers used the three different ethical theories as guide of the study, these are the following:

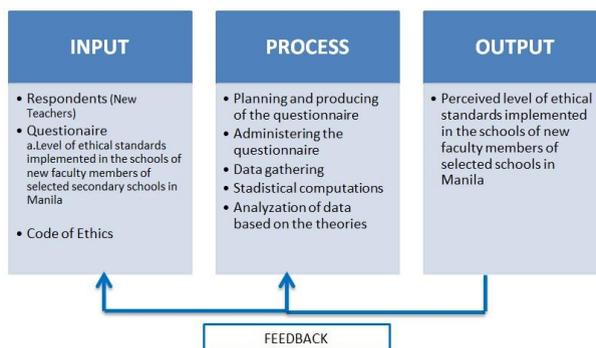
Kant's Deontological Ethics was one of the theories used in the study. Most deontological theories recognise two classes of duties. First, there are general duties we have towards anyone. These are mostly prohibitions, e.g. do not lie, do not murder. But some may be positive, e.g. help people in need. Second, there are duties we have because of our particular personal or social relationships. If you have made a promise, you have a duty to keep it. If you are a teacher, you have a duty to observe and practice based on the ethical standards set by the society. Deontology claims that we should each be most concerned with complying with our duties, not attempting to bring about the most good. In fact, all deontologists agree that there are times when we should not maximise the good, because doing so would be to violate a duty. Most deontologists also argue that we do not have a duty to maximise the good, only a duty to do something for people in need. As this illustrates, many deontologists think our duties are quite limited. While there are a number of things we may not do, we are otherwise free to act as we please.

To examine ethics philosophically, Lawrence Kohlberg proposed six stages of moral development. In his view, individuals have the capacity to develop morally over their lifetime. Individuals initially base their ethical decisions on rules and regulations and act in ways to avoid punishment. As individuals develop morally, they may eventually reach a stage where their actions are based on universal principles of justice and respect for human life. In his *Essays of Moral Development*, Kohlberg (1981) presents the following scenario to demonstrate how individuals at different stages of moral development could act differently.

Moral perception is a term used in ethics to denote the discernment of the morally salient qualities in particular situations. Moral perceptions are argued to be necessary to moral reasoning (see practical reason), the deliberation of what is the right thing to do. Moral perception is variously conceptualized by Aristotle, Hannah Arendt, and Martha C. Nussbaum. Lawrence Blum (1994) distinguishes moral perception from moral judgment. Whereas a person's judgment about what the moral course of action would be is the result of a conscious deliberation, the basis for that process is the perception of aspects of one's situation, which is different for each person. Moral perceptions are also particular in nature.

## CONCEPTUAL FRAMEWORK

In the study, the researchers used the IPO or Input-Process-Output model. The primary variables in the study are listed in the input; these are the respondents, survey questionnaire and the Code of Ethics for Professional Teachers as the guide. In the process, filed with the step by step procedure; Planning, producing and administering the questionnaire, gathering of the data, computations and analyzation of data based on the theories. and from the output forth the product of the research, the perceived level of ethical standards implemented in the schools of new faculty members of selected schools in Manila.



## **STATEMENT OF THE PROBLEM**

This study aimed to assess the perceived level of ethical standards implemented in the schools of new faculty members of selected secondary schools in Manila.

Specifically, it attempted to answer the following questions:

1. What is the level of ethical standards implemented among faculty members of selected Public and Private schools in Manila?
2. Which of the article in the code of ethics are followed by teachers
3. What are the possible ways to fortify compliance with the Professional Code of Ethics among Teachers

## **METHODOLOGY**

The researchers used the Purposive Sampling method; the respondents are selected based on the characteristic of a population and the objective of the study. There were five participating schools with the total of 34 respondents. The breakdown are as follows: School A (7), School B (8), School C (9), School D (6) and School E (4). Also includes producing and administering survey questions to selected secondary schools in Manila followed by observation and consolidation of data in giving conclusion to the study.

The researchers used Likert scales such as survey questions that offer a range of answer options to measure opinions, perceptions, and behaviors that are related to the Professional Ethics of the teachers. They decided on whether they always observe or does not observe certain code of ethics. The scale are as follows:

- 5 – Always Observed
- 4 – Moderately Observed
- 3 - Sometimes Observed
- 2 – Rarely Observed
- 1 - Not Observed

The researchers used the following Weighted Mean Formula to analyze the data.

$$\bar{x} = \frac{\sum_{i=1}^n (x_i * w_i)}{\sum_{i=1}^n w_i}$$

**Survey questionnaire for the teachers of the Filipino Department:**

**Direction:** Below are ethical standards based on **CODE OF ETHICS FOR PROFESSIONAL TEACHERS**. Put a checkmark on the space given following the scale on the extent of implementation on your school.

- 5 – Always Observed (AO)
- 4 – Moderately Observed (MO)
- 3 – Sometimes Observed (SO)
- 2 – Rarely Observed (RO)
- 1 – Not Observed (NO)

The Teacher and the State	AO 5	MO 4	SO 3	RO 2	NO 1
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.					
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.					
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.					
Every teacher possesses and actualizes a full commitment and devotion to duty.					
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.					
Every teacher votes and exercises all other constitutional rights and responsibility.					
A teacher does not use his position or official authority or influence to coerce any other person to follow any political course of action					
Every teacher enjoys academic freedom and has privilege of expounding the product of his researches and investigations;					

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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.					
<b>The Teacher and the Community</b>	<b>AO 5</b>	<b>MO 4</b>	<b>SO 3</b>	<b>RO 2</b>	<b>NO 1</b>
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.					
Every teacher provides leadership and initiative to actively participate in community movements for moral, social, educational, economic and civic betterment					
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					
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.					
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.					
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.					
Every teacher maintains harmonious and pleasant personal and official relations with other professionals, with government officials, and with the people, individually or collectively.					
A teacher possesses freedom to attend church and worships as appropriate, and does not use his positions and influence to proselyte others.					

<b>A Teacher and the Profession</b>	<b>AO 5</b>	<b>MO 4</b>	<b>SO 3</b>	<b>RO 2</b>	<b>NO 1</b>
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.					
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.					
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.					
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.					
Every teacher uses the teaching profession in a manner that makes it dignified means for earning a decent living.					

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<b>The Teachers and the Profession</b>	<b>AO 5</b>	<b>MO 4</b>	<b>SO 3</b>	<b>RO 2</b>	<b>NO 1</b>
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.					
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.					
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.					
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.					
Every teacher seeks correctives for what may appear to be an unprofessional and unethical conduct of any associate.					
A teacher submits to the proper authorities any justifiable criticism against an associate, preferably in writing, without violating the right of the individual concerned.					
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.					
<b>The Teacher and Higher Authorities in the Profession</b>	<b>AO 5</b>	<b>MO 4</b>	<b>SO 3</b>	<b>RO 2</b>	<b>NO 1</b>
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.					
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.					
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.					
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 whose right to learn must be respected.					
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.					
A teacher who accepts a position assumes a contractual obligation to live up to his contract, assuming full knowledge of employment terms and conditions.					
<b>School Officials, Teachers, and Other Personnel</b>	<b>AO 5</b>	<b>MO 4</b>	<b>SO 3</b>	<b>RO 2</b>	<b>NO 1</b>
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.					
School officials, teachers, and other school personnel consider it cooperative responsibility to formulate policies or introduce important changes in the system at all levels.					

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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.					
No school officials dismisses or recommends for dismissal a teacher or other subordinates except for cause.					
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.					
<b>The Teachers and Learners</b>	<b>AO 5</b>	<b>MO 4</b>	<b>SO 3</b>	<b>RO 2</b>	<b>NO 1</b>
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.					
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.					
Under no circumstance a teacher is prejudiced or discriminated against a learner.					
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.					
A teacher does not accept, directly or indirectly any remuneration from tutorials other what is authorized for such service.					
A teacher based the evaluation of the learner's work only in merit and quality of academic performance.					
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.					
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.					
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.					
<b>The Teachers and Parents</b>	<b>AO 5</b>	<b>MO 4</b>	<b>SO 3</b>	<b>RO 2</b>	<b>NO 1</b>
Every teacher establishes and maintains cordial relations with parents, and shall conduct himself to merit their confidence and respect.					
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.					
A teacher hears parent's complaints with sympathy and understanding, and discourages unfair criticism.					
<b>The Teacher and Business</b>	<b>AO 5</b>	<b>MO 4</b>	<b>SO 3</b>	<b>RO 2</b>	<b>NO 1</b>
A teacher has the right to engage directly or indirectly, in					

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legitimate income provided that it does not relate to or adversely affect his work as a teacher.					
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.					
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.					
<b>The Teacher as a Person</b>	<b>AO</b>	<b>MO</b>	<b>SO</b>	<b>RO</b>	<b>NO</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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.					
A teacher shall place premium upon self-discipline as the primary principle of personal behavior in all relationships with others and in all situations.					
A teacher maintains at all times a dignified personality which could serve as a model worthy of emulation by learners, peers and all others.					
A teacher always recognizes the Almighty God as guide of his own destiny and of the destinies of men and nations.					

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Signature

## SUMMARY OF FINDINGS

### SCHOOL A

Articles from the Code of Ethics	Weighted Mean	Remarks
1.The Teacher and the State	4.77	Always Observed
2. The Teacher and the Community	4.59	Always Observed
3. A Teacher and the Profession	4.20	Always Observed
4. The Teachers and the Profession	4.53	Always Observed
5. The Teacher and Higher Authorities in the Profession	4.69	Always Observed
6. School Officials, Teachers, and Other Personnel	4.71	Always Observed
7. The Teachers and Learners	4.65	Always Observed
8. The Teachers and Parents	4.90	Always Observed
9.The Teacher and Business	4.24	Always Observed
10. The Teacher as a Person	4.50	Always Observed
<b>Arithmetic Mean</b>	<b>4.58</b>	<b>Always Observed</b>

**SCHOOL B**

Articles from the Code of Ethics	Weighted Mean	Remarks
1.The Teacher and the State	4.84	Always Observed
2. The Teacher and the Community	4.63	Always Observed
3. A Teacher and the Profession	4.85	Always Observed
4. The Teachers and the Profession	4.93	Always Observed
5. The Teacher and Higher Authorities in the Profession	4.88	Always Observed
6. School Officials, Teachers, and Other Personnel	4.90	Always Observed
7. The Teachers and Learners	4.83	Always Observed
8. The Teachers and Parents	5.00	Always Observed
9.The Teacher and Business	4.75	Always Observed
10. The Teacher as a Person	5.00	Always Observed
<b>Arithmetic Mean</b>	<b>4.86</b>	<b>Always Observed</b>

**SCHOOL C**

Articles from the Code of Ethics	Weighted Mean	Remarks
1.The Teacher and the State	4.67	Always Observed
2. The Teacher and the Community	4.40	Always Observed
3. A Teacher and the Profession	4.56	Always Observed
4. The Teachers and the Profession	4.61	Always Observed
5. The Teacher and Higher Authorities in the Profession	4.35	Always Observed
6. School Officials, Teachers, and Other Personnel	4.02	Always Observed
7. The Teachers and Learners	4.51	Always Observed
8. The Teachers and Parents	4.70	Always Observed
9.The Teacher and Business	4.03	Always Observed
10. The Teacher as a Person	4.47	Always Observed
<b>Arithmetic Mean</b>	<b>4.43</b>	<b>Always Observed</b>

**SCHOOL D**

Articles from the Code of Ethics	Weighted Mean	Remarks
1.The Teacher and the State	4.67	Always Observed
2. The Teacher and the Community	4.69	Always Observed
3. A Teacher and the Profession	4.80	Always Observed
4. The Teachers and the Profession	4.52	Always Observed
5. The Teacher and Higher Authorities in the Profession	4.44	Always Observed
6. School Officials, Teachers, and Other Personnel	4.37	Always Observed
7. The Teachers and Learners	4.74	Always Observed
8. The Teachers and Parents	4.89	Always Observed
9.The Teacher and Business	4.94	Always Observed
10. The Teacher as a Person	4.79	Always Observed
<b>Arithmetic Mean</b>	<b>4.67</b>	<b>Always Observed</b>

**SCHOOL E**

Articles from the Code of Ethics	Weighted Mean	Remarks
1.The Teacher and the State	4.61	Always Observed
2. The Teacher and the Community	4.69	Always Observed
3. A Teacher and the Profession	4.75	Always Observed
4. The Teachers and the Profession	4.71	Always Observed
5. The Teacher and Higher Authorities in the Profession	4.52	Always Observed
6. School Officials, Teachers, and Other Personnel	4.85	Always Observed
7. The Teachers and Learners	4.65	Always Observed
8. The Teachers and Parents	4.88	Always Observed
9.The Teacher and Business	4.25	Always Observed
10. The Teacher as a Person	4.81	Always Observed
<b>Arithmetic Mean</b>	<b>4.67</b>	<b>Always Observed</b>

**Summary of Arithmetic Mean**

SCHOOL	Arithmetic Mean	Remarks
A	4.58	Always Observed
B	4.86	Always Observed
C	4.43	<b>Always Observed</b>
D	4.69	Always Observed
E	4.67	Always Observed
<b>Arithmetic Mean</b>	<b>4.65</b>	<b>Always Observed</b>

**CONCLUSION**

**THE HIGHEST MEAN**

Schools	Provision from the Code of Ethics
School A, C and E	Article VIII The Teachers and The Parents
School D	Article IX Teachers and the Business
School B	Article VIII The Teachers and The Parents and Article X Teacher as a Person.

2. The school B got the highest arithmetic mean 4.86 among the schools respondents which manifests and strictly followed the provision of the Professional Code of Ethics for Teachers.

**THE LOWEST MEAN**

Schools	Provision from the Code of Ethics
School B	Article II The Teacher and the Community
School A	Article III A Teacher and the Profession
School E	Article IX The Teacher and Business
School C and D	Article VI Schools Officials, Teachers, and Other Personnel.

## RECOMMENDATION

The following recommendations focus on the suggested topic for Inset which is aligned to the provision of Code of Ethics:

School A	1. Have a seminars about plagiarism and proper citations 2. Team Building
School B	Community outreach, Community involvement in different barangay projects, and let the community know all the school activities as well as the different achievements by posting it in any announcement board or tarpaulin outside the school.
School C and D	1. Seminar about proper dissemination of new policies and memos; 2. Conduct regular meeting; and 3. Seminars that aims to build harmonious relationship
School E	1. Cooperative seminar about financial management; 2. The school must have a policy about not allowing teachers to have another loan especially in the different government agencies (SSS and Pag-ibig) if he/she is not yet fully paid in his/her present loan.

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