

## Level of Ethical Standards Implementation among Faculty Members of Selected Public Schools in Quezon City and Manila

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### Abstract:

*This study presents the level of implementation of the Code of Professional Ethics for Teachers of the Junior High School teachers and Senior High School teachers in selected public schools in Quezon City and Manila. The study particularly examines on the extent of the teachers live up to and abides by the Professional Code of Ethics. In designing the study, a descriptive research methodology was used. Survey questionnaire was administered in a purposive sampling method to identify the ethical standards to the selected faculty members from a specific population in selected school in Manila and Quezon City. The researchers used Likert Scale as a statistical treatment.*

**Key words:** ethical standards implementation, faculty members, public schools, Quezon City, Manila

### I. INTRODUCTION

“Each practitioner, upon entering a profession, is invested with the responsibility to adhere to the standards of ethical practice

and conduct set by the profession “(Miller-Keane Encyclopedia and Dictionary).

The Code of Ethics for Professional Teachers under Resolution No. 435 Series of 1997 states in its Preamble that “Teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence. In the practice of their noble profession, thus, teachers as well as the administrators should obey the listed sections in the different articles of the Code of Ethics. Teachers should strictly adhere, observe and practice this set of ethical, moral, principles, values and high standards of this profession.

A professional code of ethics outlines teachers’ main responsibilities to their students and defines their role in students’ lives. Teaching is indeed a demanding profession for it always requires service, passion, dedication and serves as a role model by strictly following the code of ethics for teachers.

According to Jean Piaget’s Cognitive Moral Development Theory, a person needs to learn how to tell the difference between right and wrong. To practice ones knowledge to arrive at proper decision when facing complicated choices. To have the strength and independence to act in accordance with the right decision or to do the right thing despite the fact that it may not be a convenient thing to do.

Above all, teachers must demonstrate integrity, impartially and ethical behavior in the classroom and in their conduct with parents and co-workers.

## **II. STATEMENT OF THE PROBLEM**

This study entitled the Level Of Ethical Standards Implementation Among Faculty Members of Selected Public School in Quezon City and Manila S.Y. 2017-2018 aims to identify and evaluate the status of the teachers, chosen to serve

as respondents of this research. The study particularly researches on the extent of the teachers live up to and abide by the Professional Code of Ethics.

The following questions will illuminate the purpose and significance of the study:

1. Which of the articles in the code of ethics are followed by teachers?
2. What is the level of the ethical standards implemented among faculty members of Quezon City and Manila as perceived by the teachers?
3. Is there a significant difference between the level of ethical standards implementation as perceived by the junior high teachers and senior high teachers?

### **III. Theoretical Framework**

The researchers used the following theories as guide of the study of Level of Ethical Standards Implementation among Faculty Members of Selected Public School:

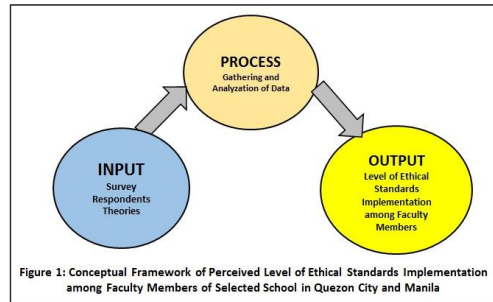
According to Jean Piaget's Cognitive Moral Development Theory, a person must learn how to tell the difference between right and wrong. To use ones knowledge to arrive at appropriate decision when facing complicated choices. To have the strength and independence to act in accordance with the right decision or to do the right thing despite the fact that it may not be a convenient thing to do.

Mason, Mason and Culnan in Ethics of Information Management consider major social responsibilities common to all professionals. These include how they monitor themselves, set standards for acceptable practice, maintain their body of knowledge, educate their public about their practices and educate and train professionals. Other professional responsibilities additional to general social responsibilities include exhortations to do harm, to be competent, maintain

independence, avoid conflict of interest, match client expectations, maintain fiduciary duties, safeguard client and source privacy, protect records, safeguard intellectual property, provide quality information, and avoid selection bias. Additional professional responsibilities include further duties to a specific profession. Finally, there is a need for professional judgment.

In addition, based on meta-ethical theory, the models that assist ethical decision-making for information professionals are: The Practice Skill Model based on meta-ethical for a professional rests on their activities and professional duties. Professional responsibility will depends on one position and competencies. Both the organization and its executives and individuals maybe responsible for particular activities. What kind of information will be gathered and stored, who will have access, and how it will be protected from unauthorized disclosure are both ethical and legal issues. The Professional Client Relationship Model. Professional obligations are arise from relationships not only between the information professional and the client, but also professional to professional, business to business relationship or professional to manager or employer relationships, and with a range of third party which includes obligations to society at large. Organizational and professional is largely determined by standards of acceptable behavior within specific environment. In addition, the concept of reasonable behavior and duty of care which form part of the law on negligence in the common law system are re-enforce through professional ethics and professional practice. The ethical dimension of professional relationships is underpinned by records as evidence of ethical or unethical behavior, including what is destroyed to cover up unethical or illegal behavior.

#### IV. CONCEPTUAL FRAMEWORK



The researchers used the Input, Process and Outcome (IPO) Conceptual Framework. Wherein the input is the survey questionnaires and respondents that include the demographic profile of the respondents based on age, gender, nature of work and employment status. Processed the study by gathering and analyzing the data to get the level of Ethical Standards Implemented of the faculty members of selected school in Quezon City and Manila.

#### V. SCOPE AND LIMITATIONS

This study focused on the level of implementation of ethical standards among Junior and Senior High Teachers of Commonwealth High School and Raja Soliman Science and Technology High School, which are selected school of Quezon City and Manila.

In addition, the answer of the faculty members regarding the level of implementation of ethical standards' survey were based on Code of Ethics for Professional Teachers and that is related to their teaching profession and the contents of the survey.

## **REVIEW RELATED LITERATURE**

The Code of Ethics for Professional Teachers had impact on the teachers, as well as on education curriculum.

According to **Ethics of Teaching (Carl R. Smith)**, one of the ironies in our intensified focus on achievement in our schools, as measured by standardized tests, is a recognition that such a quest may lead to subtle and, in some cases blatant, unethical behavior in our schools. Discussions of our ethical responsibilities in education have a long history. What may be different in contemporary society are the multiple pressures being applied to our schools, teachers, and administrators to engage in behaviors that bring to light significant ethical issues.

In **Livia Lacovino's** discussion regarding **Ethical Principles and Information Professionals: Theory, Practice and Education**, cited that professions often centres on analyzing cases of unethical professional behaviour. Although case studies serve to highlight dilemmas, it is more important to introduce ethical thinking into the education (core and continuing) of all professionals, so that they can develop the necessary analytical tools to respond to ethical situations as and when they arise. Two models that information professionals in particular can adopt as frameworks for ethical decision-making are the practice skills and the professional-client relationship models. Professionals also need to be aware of the limitations of ethical action within the wider political, economic and technological environment in which they work.

Kant's theory is an example of a deontological moral theory— according to these theories, *the rightness or wrongness of actions does not depend on their consequences but on whether they fulfill our duty.*

Teaching may be regarded as a profession in its own right, and one that demands a great deal of professional

expertise. But it also requires its own code of ethics, which may be expressed in a set of ethical principles. These constitute a code of "quality control" for the profession and those who practice it, a response to the trust shown by society at large.

Therefore the purpose of the present account of a teacher's professional ethics is to codify and promote the sense of what is ethically right that has always been a part of educational work.

Teachers commit themselves to the norms that define their work and to the ethics of their profession. They undertake to perform their tasks in a responsible manner, to develop their work and professional skills and to evaluate their own activities. Teachers must realize that their own personality plays an important part in their work and that they have both a right and a duty to develop that personality. Teachers are also entitled to be treated fairly in the exercise of their duties.

Indeed, every teacher should show an equal level of dignity to every person as an individual. Teachers' respect towards the dignity of their students should also be manifested through how they fulfil their professional obligations.

Implementing the code of ethics for teachers involves communicating the policies and guidelines to all staffs, teaching and non-teaching and providing any necessary training to ensure they understand the code.. The code should be practiced and promoted by management to lead the way for staff.

## **VI. METHODOLOGY**

This chapter tackles the methodology undertaken by the researchers in gathering relevant data and information regarding the study.

## **Design**

A descriptive research methodology was used by this study. According to Ethridge (2004), descriptive research may be characterized as the attempt to determine, describe, or identify a problem. It enables the researchers to gather data to describe the situation more completely. The researchers saw the need to use this research methodology because it only aims to describe the level of ethical standard implementation among faculty of selected school.

## **Research Locale**

The researchers conducted a survey to the selected school in Quezon City and Manila.

## **Description of the Respondents**

The participants for this study were 20 Junior High school teachers and 15 Senior High School Teachers wherein; 71.42% of those are female, and 28.58% are male, age ranges from 24 – 52 years and were of different teaching positions.

## **Samples and Sampling Technique**

Purposive Sampling was used to identify the level of ethical standards implemented among faculty members of Quezon City and Manila which is based on the Code of Ethics for Professional Teachers. It is an important tool for collecting and analyzing information from selected teachers.

## **Research Instrument**

The researchers created a survey questionnaire for the teachers of the Filipino Department and administrative personnel which aims to know the level of ethical standards implementation among faculty members of the selected schools.

The researchers also used the **Likert Scale as a statistical treatment.**

5 – Always Observed (AO)



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

Mark	Range	Interpretation	Symbol
5	4.20-5.00	Always Observed	AO
4	3.40-4.19	Sometimes Observed	SO
3	2.60-3.39	Moderately Observed	MO
2	1.80-2.59	Rarely Observed	RO
1	.00 -1.79	Not Observed	NO

## **SURVEY FORM**

Dear Sir/Ma'am,  
Good day!

In partial fulfillment of our requirement for Professional Ethics and Values Education, we students of PUP taking up Master of Arts in Filipino would like to ask for your time to answer our survey questionnaire entitled "Level of Ethical Standard Implementation Among Faculty Members.

The said survey is based on the PRC code of ethics that aims to determine if the teachers adhere to the code of ethics for teachers.

Your answers will be a good help for fulfilling the purpose of our study.

Respectfully Yours,  
The Researchers

Noted by:

Dr. Jennifor L. Aguilar

## DEMOGRAPHIC PROFILE

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Years in Teaching: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject Area: \_\_\_\_\_

Direction: Below are ethical standards based on CODE OF ETHICS FOR PROFESSIONAL TEACHERS. Put a check mark on the space given following the scale

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

<b>The Teacher and the State</b>	<b>AO 5</b>	<b>MO 4</b>	<b>SO 3</b>	<b>RO 2</b>	<b>NO 1</b>
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; provided that, if the results are					

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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					

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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.					
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SIGNATURE

**V. FINDINGS OF RESULT**

**Table 1. Number of Respondents by Gender**

GENDER	RESPONDENTS	PERCENTAGE
MALE	10	71.42
FEMALE	25	28.58

**Table 2. Number of Respondents Age**

AGE	RESPONDENTS	PERCENTAGE
24 – 30	9	25.71
31- 38	12	34.29
39- 45	8	22.86
46- 52	6	17.14

**Table 3. Number of Respondents by Employment Status**

EMPLOYMENT STATUS	RESPONDENTS	PERCENTAGE
PERMANENT	35	100
PROBATIONARY	0	0

**Table 4. Level on Implementation of the Code of Ethics for Professional Teachers**

*School A - Commonwealth High School*

Articles from the Code of Ethics	Weighted Mean	Remarks	Arithmetic Mean
1.The Teacher and the State	4.48	Always Observed	4.47 Always Observed
2. The Teacher and the Community	4.46	Always Observed	
3. A Teacher and the Profession	4.54	Always Observed	
4. The Teachers and the Profession	4.41	Always Observed	
5. The Teacher and Higher Authorities in the Profession	4.34	Always Observed	
6. School Officials,	4.52	Always Observed	

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Teachers, and Other Personnel		
7. The Teachers and Learners	4.49	Always Observed
8. The Teachers and Parents	4.55	Always Observed
9. The Teacher and Business	4.35	Always Observed
10. The Teacher as a Person	4.63	Always Observed

Selected Junior High School Teachers in Quezon City got an arithmetic mean of 4.47 with the interpretation of **Always Observed**. It only manifest that teachers generally abide the Professional Code of Ethics.

**Table 4. Level on Implementation of the Code of Ethics for Professional Teachers**

*SCHOOL B. Raja Soliman Science and Technology High School*

Articles from the Code of Ethics	Weighted Mean	Remarks	Arithmetic Mean
1. The Teacher and the State	4.67	Always Observed	4.43 Always Observed
2. The Teacher and the Community	4.03	Moderately 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	Moderately Observed	
7. The Teachers and Learners	4.51	Always Observed	
8. The Teachers and Parents	4.70	Always Observed	
9. The Teacher and Business	4.40	Always Observed	
10. The Teacher as a Person	4.47	Always Observed	

School B got an arithmetic mean of 4.43 with an interpretation of **Always Observed**. It only manifest that senior high school teachers of School B, generally abide the Professional Code of Ethics.

**Table 5. Comparison of Level on Implementation of the Code of Ethics for Professional Teachers of School A and School B**

ARTICLES FROM THE CODE OF ETHICS	WEIGHTED MEAN OF SCHOOL A	REMARKS	WEIGHTED MEAN OF SCHOOL B	Remarks
1.The Teacher and the State	4.48	Always Observed	4.67	Always Observed
2. The Teacher and the Community	4.46	Always Observed	4.03	Moderately Observed
3. A Teacher and the Profession	4.54	Always Observed	4.56	Always Observed
4. The Teachers and the Profession	4.41	Always Observed	4.61	Always Observed
5. The Teacher and Higher Authorities in the Profession	4.34	Always Observed	4.35	Always Observed
6. School Officials, Teachers, and Other Personnel	4.52	Always Observed	4.02	Moderately Observed
7. The Teachers and Learners	4.49	Always Observed	4.51	Always Observed
8. The Teachers and Parents	4.55	Always Observed	4.70	Always Observed
9.The Teacher and Business	4.35	Always Observed	4.40	Always Observed
10. The Teacher as a Person	4.63	Always Observed	4.47	Always Observed
<b>Arithmetic Mean</b>	<b>4.47</b>	Always Observed	<b>4.43</b>	Always Observed
<b>Significant Difference</b>	<b>0.04.</b>			

Table 5 shows that the School A (Junior High School Teachers) got an **Always Observed** remarks in all articles of the Code of Ethics for Professional Teachers while School B (Senior High School Teachers) has 2 **Moderately Observed** remarks under Article 2 The Teacher and the Community and article 6 School Officials, Teachers, and Other Personnel.

## VII. CONCLUSION

According to the data gathered, the overall ethical standards of the Junior High School teachers of Commonwealth High School is 4.47 with an interpretation of *Always Observed*.

While the overall ethical standards implemented among the Senior High School teachers of Raja Soliman Science and Technology High School is 4.43 With an interpretation of Always Observed.

Therefore there is a significant difference between the level of ethical standards of the Junior High School teachers of Commonwealth High School among the Senior High School teachers of Raja Soliman Science and Technology High School with the difference of 0.04.

## **VIII. RECOMMENDATION**

Based on the conclusions, the researchers recommend to have an INSET (InService Training) to all the schools respondents. Here are the following suggested activities:

- a. The DepEd, may prioritize these teachers that are faithful, passionate and dedicated to their work through giving sets of benefits, by giving them a chance to grow in their profession and by giving them recognition/merit. Through these, the teachers will be motivated to give their all.
- b. That the Teachers may continue following the standards set by the school in terms of becoming a professional teacher. Through the guides given in their evaluation tool, they are encouraged to influence their co-workers and work as one towards the vision and mission of the school.
- c. Senior High School Teachers in Raja Soliman Science and Technology High School needs to focus on the “Teacher and the Community”, here are the following suggested activities; Have an adopted community in which the teachers as well as the students will regularly conduct a 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;
- d. Senior High School Teachers in Raja Soliman Science and Technology High School also needs to focus on the “School Officials, Teachers and Personnel” here are the

following suggested activities; seminar about proper dissemination of new policies and memos, conduct regular meeting, and seminars that aims to build harmonious relationship between teaching and non-teaching personnel of the school.

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