

Assessment on the Code of Ethics Implementation among the Faculty Members of STI Santa Maria in Bulacan

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Abstract:

This paper aims to assess the faculties' awareness regarding to the Code of Ethics implemented in the school of STI College Santa Maria. The research conducted both on tertiary and senior high department excluding the non-teaching and other personnel who does not have the direct relationship to the teaching profession. It also has the references of ethical concepts written in the framework that can served as the basis for the analyzation after the completion of the survey designed for the faculty members. 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 used for this 5.0 scale is 0.80. Each interval described as Very Strictly Implemented (VSI), Strictly Implemented (SI), Moderately Implemented (MI), Rarely Implemented (RI), and Not Implemented (NI), respectively. The results three articles of the Code of Ethic are described as VSI while seven articles are classified as SI.

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

INTRODUCTION

In the field of teaching today, it is inevitable to say that many teachers were not aware of the ethical standard that is implemented in academe but this does not necessarily mean that they not following it and so is the institution they are working for. They already inherit the concept of it by heart, unconsciously learning it as they work in every different faces of students every day. Still, it is best to know the importance of this standard to perform his/her job in a systematic and objective way.

For example, one of the job of being a teacher is to monitor the outcomes of learning of the student, not to mention their behavior in the class. How they treat their other classmates, or how the student deal with the environment that she/he's into. It's not just the teaching part will affect the wholeness of the student, for the teacher as their second parent it is also their duty to secure them emotionally and socially inside the school. In this situation the teacher sometimes unconsciously gets 'subjectively affected' with their students. Those situations are normal to encounter but should not be tolerated in most possible times.

In some cases, it is also normal that there are misunderstandings between the teaching and the non-teaching personnel or the administration, whether it is on public or in a private school. Problems like the management, uncomfortably feeling with the co-employees, or sometimes the salary or compensation—those factors that can possibly affect the job or even the attitude of a teacher. These are the best example to let the ethical standards should be the basis to justify the actions of both parties.

Ethics according Merriam Webster Dictionary is the discipline dealing with what is good and bad and with moral duty and obligation. It can be varied in other forms, depends on

how the group of people, organization or a norm act with each other. Since that ethics is different form to one another, it must be follow according to what party or group of society a person belongs to so that there are no conflicts in each faction.

In line with this, those examples are one of the many scenes in education field that can be avoided if the people inside the institution are well aware of the standards that meant to be follow to have a harmonious relationship with the other people inside the school. It is one of many uses of such law in order to have compact organization in society.

Theoretical Framework

As the purpose of this research is to determine the STI College Santa Maria faculties' role in following the ethical standard for their organization, it is also considered that they are making decisions according to what is right or good to them. In Ethics, human beings ought to live their lives, and about what is 'right' or 'wrong. In other sense, it is necessary that the teacher should have a strong foundation not only in the academic field but in their perspective in life. It is the basis of their acts and how will respond to the rules and regulations of the school.

Regarding to this concept, Dr. Larry Chonko said to his paper ***Ethical Theories*** that deontological class of ethical theories states that people should adhere to their obligations and duties when engaged in decision making when ethics are in play. This means that a person will follow his or her obligations to another individual or society because upholding one's duty is what is considered ethically correct.

The paper also admits that there is no standard duty that is duly directed to individual. There are lapses in duty for a person is not only exposed to the school environment. The teachers are also humans that have their responsibilities in

other things. However, they must set priorities one at a time to show the flexibility in different set of 'cultures' they are in it.

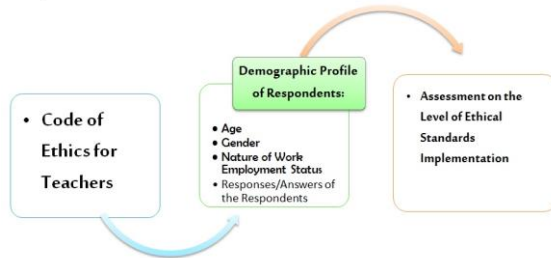
In an another research entitled *The role of ethical theories in ethical reasoning and behavior within organizations*, ethical decision making is described in theory and research as a process comprising several stages, each one affected by different individual, environmental, and situational variables. (for review, see Bartlett, 2003; Loe, Ferrell, & Mansfield, 2000; Conrad, 1993) The teachers' responses also relies on many factors in surroundings. but in the end it is the moral standard of a person matters ensuing the Code of Ethics for Professional Teaching.

Statement of the Problem

This study determined the level of ethical standards implementation among faculty members of STI College Sta. Maria. Specifically, the study aims to determine:

- A. What is the level of ethical standards implemented among faculty members of STI College Sta. Maria as perceived by the teachers?
- B. Which of the articles in the code of ethics are followed by teachers?
- C. Which school strictly follows the provision of the Professional Code of Ethics?
- D. As recommended by the researchers of this study, what are the possible ways to fortify compliance with the Professional Code of Ethics among teachers?

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 perceived level of ethical standards implementation among faculty members of STI College Sta. Maria.

Scope and Limitation of the Study

This study is only focusing on the level of implementation of ethical standards among faculty members of STI College Sta. Maria, specifically the teaching personnel of the school. The result of this research does not represent the whole STI network in the Philippines. The Researcher only chooses the

said school because of its easy access to the respondents and their availability to answer the survey questionnaire.

In addition, the answer of the faculty members regarding the implementation of ethical standards' survey were based on their teaching experience within the vicinity of the school and any other instances that is related to their teaching profession and the contents of the survey.

Significance of the Study

It is important to understand that the Code of Ethics for Professional Teachers is one of the building blocks for a better school organization regardless of what ethical standard the personnel came from, for it is the guide to help them produce students who are well-disciplined to be a better part of the society.

Other beneficiaries are:

The Teachers, to guide the students in their path to a bright future by following the ethical standards for teaching;

The Administration, to implement and improved the ethical standards to member of the school organization in order to have a good relationship within the teachers and other personnel;

The Researcher, to conduct more study regarding ethical issues even in other professional fields using this study as a head start.

Review of the Related Literature

It is clearly to say that even in a non-teaching personnel, it is very crucial to follow the standard of the organization, as it says that a school psychologist must be faithful to the truth and adhere to their professional promises. They are forthright about their qualifications, competencies, and roles; work in full

cooperation with other professional disciplines to meet the needs of students and families; and avoid multiple relationships that diminish their professional effectiveness. (*National Association of School Psychologists Principles for Professional Ethics, 2010*)

On the other hand, an ethical-related topic states this *Elements of Moral Evaluation*:

1. The individual's *motive*, i.e., the reason that the individual does the action.
2. The individual's *intention*, i.e., the mental determination to engage in a certain action or to realize certain ends.
3. The individual's *character*.
4. The *action*, i.e., what the individual does.
5. The action's *characteristics*, i.e., is the action an obligation, permissible or impermissible.
6. The action's *consequences*, i.e., what does happen once the individual does the action.

Since there are no theories in which actions themselves are the sole focus in moral evaluations, the traditional choices have been to focus either on the individual's intention, the individual's motive, the action's consequences or the action's characteristics. The reason that no theories focus on actions themselves is unproblematic. Consider the situations where James kills a burglar in self-defense and where Eric kills an innocent person and steals their car. In each situation the action is the same, i.e., one person causes someone else to die. Nevertheless, most normative moral theories consider James' action to be a moral response to the situation and Eric's action to be immoral. To be able to judge the *same* action to be moral in some situations and immoral in others then, it must be some element other than the action that the moral judgment focuses on. Otherwise since the action is the same the moral judgments must also be the same. The question becomes then, whether the

focus is on the individual's motive, the individual's intention, the action's characteristics or the action's consequences? While there is a difference between the individual's motive and intention, it is a technical and subtle difference, and one that is problematic. As a pragmatic stratagem then, it will be advantageous to collapse the individual's intention and motive into one consideration.

In the connection to the ethical standard for teaching that is being mandated, it will only be followed if the standard is morally right based on intentions or motives of the teacher. Hence, it can only be justified after the assessment of the implementation of the ethical standard to the school.

Methodology

The study utilized descriptive survey design and was conducted among faculty members of STI College Sta. Maria. 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. Results from teachers' questionnaires' revealed that, perceived level of ethical standard implementation with the professional code of ethics: 5–Very Strictly Implemented (VSI), 4–Strictly Implemented (SI), 3 – Moderately Implemented (MI), 2 – Rarely Implemented (RI), 1 – Not Implemented (NI).

MARK	LEVEL	INTERPREATION	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

Findings

Table 1
Number of Respondents by Gender

Gender	Respondents	Percentage
Female	13	47.00%
Male	15	53.00%

Table 2
Number of Respondents by Age

Age	Respondents	Percentage
18 – 24	5	18.00%
25 – 34	15	53.00%
35 – 44	3	11.00%
45 – 54	3	11.00%
55 – 64	2	7.00%
65 – above	0	0.00%

Table 3
Number of Respondents According to Position

Position	Respondents	Percentage
Administrative Staff	0	0.00%
Teacher	28	100.00%

Table 4
Number of Respondents According to Marital Status

Marital Status	Respondents	Percentage
Single	23	82.00%
Married	5	18.00%
Widow	0	0.00%
Others	0	0.00%

Table 5
Number of Respondents According to Educational Attainment

Educational Attainment	Respondents	Percentage
Bachelor's Degree	26	93.00%
Master's Degree	2	7.00%
Doctorate's Degree	0	0.00%
Others	0	0.00%

Presentation 1

**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.	4.10	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.	4.04	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.	4.20	Very Strictly Implemented
Every teacher possesses and actualizes a full commitment and devotion to duty.	4.08	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.	3.90	Strictly Implemented
Every teacher votes and exercises all other constitutional rights and responsibility.	4.20	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	4.00	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.	4.00	Strictly Implemented
TOTAL	4.07	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 4.07** and interpreted as **Strictly Implemented**.

Presentation 2

**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.	4.40	Very Strictly Implemented
Every teacher provides leadership and initiative to actively participate in community movements for moral, social, educational, economic and civic betterment	4.33	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	3.90	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.	3.96	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.	4.04	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.	3.96	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.	4.10	Strictly Implemented
A teacher possesses freedom to attend church and worships as appropriate, and does not use his positions and influence to proselyte others.	4.10	Strictly Implemented
TOTAL	4.13	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 4.13** and interpreted as **Strictly Implemented**.

Presentation 3

**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.	4.50	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.	4.17	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.	3.96	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.	3.92	Strictly Implemented
Every teacher uses the teaching profession in a manner that makes it dignified means for earning a decent living.	4.70	Very Strictly Implemented
TOTAL	4.15	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 4.15** and interpreted as **Strictly Implemented**.

Presentation 4

**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.	4.21	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.	4.17	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.	4.13	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.	4.13	Strictly Implemented
Every teacher seeks correctives for what may appear to be an unprofessional and unethical conduct of any associate.	3.88	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.	3.67	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.	4.00	Strictly Implemented
TOTAL	4.05	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 4.05** and interpreted as **Strictly Implemented**.

Presentation 5

**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.	4.21	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.	3.40	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.	3.67	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.	3.92	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.	3.58	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.	4.04	Strictly Implemented
TOTAL	3.80	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 although the mean is quite low among the other weighted means. Based on the result, this article has a **total mean of 4.04** and interpreted as **Strictly Implemented**.

Presentation 6

**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 courtesies, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened directions.	4.04	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.	3.67	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.	3.75	Strictly Implemented
No school official dismisses or recommends for dismissal a teacher or other subordinates except for cause.	3.91	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.	3.67	Strictly Implemented
TOTAL	3.80	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 although it has one of the lowest means recorded. Based on the result, this article has a **total mean of 3.80** and interpreted as **Strictly Implemented**.

Presentation 7

**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.	4.38	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.	4.54	Very Strictly Implemented
Under no circumstance a teacher is prejudiced or discriminated against a learner.	3.96	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.	4.17	Strictly Implemented
A teacher does not accept, directly or indirectly any remuneration from tutorials other what is authorized for such service.	4.17	Strictly Implemented
A teacher based the evaluation of the learner's work only in merit and quality of academic performance.	4.08	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.	4.13	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.	4.17	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.	4.30	Strictly Implemented
TOTAL	4.21	Very Strictly Implemented

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 4.21** and interpreted as **Very Strictly Implemented**.

Presentation 8

**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.	4.26	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.	4.21	Very Strictly Implemented
A teacher hears parent's complaints with sympathy and understanding, and discourages unfair criticism.	4.36	Very Strictly Implemented
TOTAL	4.28	Very Strictly Implemented

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 4.28** and interpreted as **Very Strictly Implemented**.

Presentation 9

**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.	4.14	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.	4.21	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	3.92	Strictly Implemented

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cooperatives may participate in the distribution and sale of such commodities.		
TOTAL	4.09	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 4.09** and interpreted **Strictly Implemented**.

Presentation 10

**Assessment on Ethical Standards Implementation of the Code
 of Ethics for Professional Teachers
 (Article 10. 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.	4.64	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.	4.48	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.	4.48	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	4.50	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 4.50** and interpreted as **Very Strictly Implemented**.

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.

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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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