



AMERICAN JOURNAL OF
ARTS AND HUMAN SCIENCE (AJAHS)

ISSN: 2832-451X (ONLINE)

VOLUME 3 ISSUE 3 (2024)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Work Ethics on Teachers' Behavior, Attitude and Performance: Basis for Professional Development Plan

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Article Information

Received: May 25, 2024

Accepted: June 29, 2024

Published: July 02, 2024

Keywords

*Work Ethics, Behavior,
Attitude, And Performance*

ABSTRACT

The work ethics of teachers significantly impact students, schools, and the broader community. This study examines the relationship between teachers' work ethics and their professional lives, focusing on behavior, attitude, and performance. Conducted in seven mega schools in Misamis Oriental for the 2023-2024 school year, it aimed to describe the respondents' profiles, identify their work ethics, and evaluate these in terms of attitude, behavior, and performance using the Individual Performance Commitment and Review Form (IPCRF). The study employed a descriptive-correlational research method with 300 respondents using adapted, modified, and researcher-made questionnaires. Data analysis used inferential statistics to explore the relationship between teachers' work ethics and their professional attributes. Findings indicate that teachers with strong work ethics display more positive behavior and attitudes towards their profession, colleagues, and students. A significant relationship was found between work ethics—such as responsibility to the profession, professional competence, responsibility to students, school community, and ethical use of technology—and teachers' behavior and attitude. The study concludes that work ethics influence teachers' professional development, classroom management, and ethical behavior. It suggests that teachers should adopt a professional development plan that emphasizes work ethics to enhance their professional growth.

INTRODUCTION

The ethical standards upheld by teachers play a pivotal role in shaping the education landscape, influencing students, educational institutions, and the wider society. Delving into this realm is essential for guaranteeing the provision of top-notch education and fostering the growth and welfare of educators. The conduct and effectiveness of teachers carry substantial weight in shaping a school's standing. Institutions known for exemplary teaching practices and nurturing teacher-student bonds tend to draw greater interest from both students and parents.

Poor communication between teachers, administrators, and other stakeholders can lead to misunderstandings, frustration, and unclear expectations. High levels of stress and burnout can also impact a teacher's well-being and, consequently, their behavior and attitude. Overworked teachers may struggle to maintain a positive and engaging presence in the classroom. Teachers' behavior, attitude, and performance are central to molding the educational atmosphere within classrooms and schools.

The Republic Act 7836, known as the Code of Ethics for Professional Teachers in Article III, stated that every teacher deserves to earn fair social recognition, and to achieve this, they must uphold honor and dignity at all times, refraining from activities such as gambling, smoking, drunkenness, and any other forms of excess, let alone engaging in illicit relationships. According to Article V, Section 1, of the Teachers and the Profession, teachers must consistently embody professional loyalty, mutual

trust, and confidence, as well as exhibit self-sacrifice for the greater good, and actively collaborate with colleagues. In any dispute where the best interests of students, the school, or the profession are at risk, teachers should stand in solidarity with each other. Furthermore, as outlined in Section 5, every teacher must address any unprofessional or unethical behavior exhibited by a colleague, but only if there is undeniable evidence supporting such claims.

Furthermore, The Article VIII, titled "Teacher and the Learner," explores the rights and responsibilities of educators towards their students. The teacher's code of ethics serves as a safeguard for the rights of all students, emphasizing the need for teachers to adhere to its principles upon assuming a teaching role. Educators must treat all students equitably and avoid exploiting their authority in any manner. Teachers are prohibited from imposing their personal beliefs on students, recognizing that students are a captive audience. Maintaining a professional demeanor with all students is expected, preventing relationships from becoming overly informal or intimate. Instances of abuse within the school underscore the necessity for teachers to prioritize the safety of their students and not delegate this responsibility to others. Above all, teachers must refrain from abusing the power inherent in their position over students. They should think through the implications of what happens.

In Article IX, the teacher and the parents establish and maintain cordial relations with parents, In Article XI, titled "The Teacher as a Person," it is outlined that teachers

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should keep parents informed about their children's progress, actively engage them for effective guidance, and attentively listen to any concerns or complaints with empathy and comprehension. Furthermore, teachers are expected to uphold a dignified demeanor, whether within the school environment, at home, or elsewhere, setting a commendable example for students, colleagues, and the wider community to follow.

Work ethics was somewhat observed from the moment a teacher walked into the school to when he left. He was professionally identified as a person with dignity and pride. Dressed in clean, pressed clothes and the moment he arrived in school, he was very much ready to start working with the learners. This study emphasized the need for teachers to be consistent in their physical, emotional and mental attributes that make them real role models to the community. It was observed that once an employee understands his job, he is prepared to do it. For instance, Rawwas *et al.* (2018) identified work ethics as a vital personal attribute that speaks volumes about employees' recognition even in the absence of organizational control. In light of this context, numerous scholars have contended that work ethics might not remain constant but can instead be perceived as dynamic. Conducting this study on the work ethics of teachers' behavior, attitude, and performance is justified by its potential to enhance the educational experience, professional standards, and contribute to the continuous improvement of the education system. Cognitive work engagement in teachers refers to their deep intellectual commitment to their roles, demonstrating their enthusiasm, dedication, and commitment to creating meaningful learning experiences (Van Wingerden, 2019). This aspect of work engagement refers to teachers actively participating in curriculum development, instructional design, and ongoing professional development. It is essential that teachers uphold ethical standards to maintain public trust in the educational system. By understanding and improving their work ethics, they directly contributed to enhancing the quality of education and positive impact. This study helps identify any ethical concerns that need attention and resolution because teachers play a central role in shaping the educational experiences and outcomes of students.

LITERATURE REVIEW

Work Ethics

The literature addresses the work ethics of teachers as independent variables of this study to examine and identify the Republic Act 7836, known as the Code of Ethics for Teachers, which includes the responsibility to the professional, professional competence, responsibility to the students, school community and ethical use of technology. Employees with a work ethics that was stronger than their coworkers are usually more productive. Furthermore, Sunanda (2018) emphasized that ethics refers to the principles that define behavior as true, good and proper. Such principles do not always determine a

single moral action but provide a means of evaluating and deciding among competing options. Values involve ethics when they relate to beliefs about what is right and wrong. Ethics is one of the most critical problems in organizations and, especially, in the management of human resources. This concept may not necessarily be in contradiction with the philosophy of work as a part of human nature and a means for self-perfection because the purpose of rational power is to change matter into goods that have objective value (Cholbi, 2022).

The Code of Ethics for Professional Teachers, in Article XI, The Teacher as a Person, Section 2 reflects teachers' level of work ethics, and emphasizes the need for teachers to be consistent in their physical, emotional and mental attributes that make them real role models to the community. A teacher should prioritize self-discipline as the fundamental principle of personal conduct in all interactions and circumstances.

Responsibility to the Students

The work ethics of teachers are important factors in successful teaching, which has a knock-on impact on students' learning. When teachers are psychologically empowered, they exhibit a favorable outlook towards their profession. Thus, the findings of the related study showed that when teachers feel psychologically empowered, they become loyal and committed to their organization and ready to put their best efforts into the betterment of their organization (Abbas, 2021). Moreover, a high level of work ethics can contribute positively to the quality of education and the overall experience for students.

In addition, the Republic Act 7836, The Teacher and the Learner in Article VIII, discusses the rights and duties of a teacher to the learners. The code of ethics for teachers is crafted to safeguard the rights of every student. Teachers must grasp that upon assuming a teaching role, they are committing to adhere to this code of ethics. Teachers are expected to be fair to all. The Code of Ethics for Professional Teachers promotes the idea that all school personnel, including teachers, should prioritize their personal and professional advancement. Hence, the Philippine Constitution significantly emphasizes enhancing teachers' competency through professional development activities.

Responsibility to the Professional

Professional ethics are ethical principles that a person or a group of people in a particular environment must follow. These are the guiding principles that individuals within a particular profession are expected to adhere to. It involves a commitment to ethical conduct, continuous learning, collaboration with peers, adherence to professional standards, and the promotion of the profession's interests for the benefit of both professionals and the broader community. Professional ethics is different for different professions depending on the weight of responsibility that accompanies it. Good ethics can help gain the confidence of superiors while also promoting integrity,

which means continuing to do the right things even when they are not watched. Even though the importance of ethics in professional life can be demonstrated by several instances of the failure of businesses, it is better to show it through the lens of positivity (Bordia, 2022).

Professional Competence

Each organization possesses an ethical code that directs its decision-making and operations, aiming for effectiveness, productivity, and the preservation of its reputation. By embodying professional competence, teachers not only fulfill their ethical responsibility to provide quality education but also contribute to the overall success and well-being of their students and the educational community. Employees who are ethically positive, honest, hardworking, and motivating are preferred. A company's behavioral policies can enhance its reputation and guarantee its success. As a result, it was for an organization to delineate acceptable and unacceptable conduct for its employees to establish proper workplace ethics and behavior. When hiring new employees, this should be established and maintained throughout the process (Leonard, 2019).

Responsibility to Students

Teachers have a lot of power over their students, and upholding high ethical standards is really essential. Teachers should model integrity, honesty, and fairness in their interactions with students, demonstrating the values they seek to instill in their learners. Teachers have a primary responsibility for the well-being and safety of their students and should provide fair and unbiased assessments of students' academic performance. Teachers are important determinants of pupil's academic performance and learners' behavior. Teachers urge pupils to become active participants in learning and in life. Teachers emphasize that the essential ingredient in achievement is effort. Teachers portray intellectual activities as rewarding and satisfying. Teachers believe self-improvement involves changing oneself, placing a high value on and encouraging its development. Teachers urge pupils to practice self-discipline and make the most out of it.

Sanchez (2022) discovered a positive correlation between engagement and favorable assessments of support, fairness, and alignment with personal values. Teachers are more likely to be fully engaged in their roles when they perceive that the organizational climate values their contributions, promotes a sense of belonging, and offers opportunities for professional development. This teaching effectiveness was often equated with the teacher's success in the classroom. It would also be important to learn the teacher's strengths and weaknesses to improve their effectiveness, personality, attitude, skills, and knowledge. These attributes are crucial for completing assigned tasks and objectives. Thus, the key to success in teaching must lie in the characteristics of teachers (Miñon, 2018).

School Community

Teachers are obligated to interact respectfully with parents, community members, and other stakeholders of the school, as required by the Code of Ethics for skilled teachers. Building and maintaining a strong school community requires collaborative efforts from all stakeholders, with a shared commitment to the well-being and success of the students. Contact with parents should be made on a daily basis, and contact should be kept professional and free of squabbles. If teachers have a problem with parents, community members, or stakeholders, they must address it to them in a timely manner. As educators, they need to recognize that education is a public service, and they should strive to keep the public informed about their offerings, initiatives, efforts and events. Teachers play a significant part in society. Teaching is a very important profession that brings a change in the knowledge and teachings of society. Even though teachers are found in the bottom tier of today's order of command, there is no doubt that they are exceedingly knowledgeable individuals (Mehmood *et al.*, 2022).

Ethical Use of Technology

With the increasing role of technology in education, teachers are expected to be competent in integrating relevant technologies into their teaching practices. As technology becomes increasingly integrated into various aspects of our lives, including education, work, and communication, ethical considerations become paramount. Users' privacy should be respected, and personal data should only be collected and used for legitimate purposes with clear consent.

The study by Ghavifekr and Rosdy (2018) highlights the potential of technology integration to significantly enhance creativity in education. The research underscores that technology equips educators with a diverse set of tools and resources, enabling them to design interactive and personalized learning experiences. Accordingly, teachers who effectively integrated technology into their teaching methods reported positive outcomes such as increased student engagement, enhanced collaboration, and the flexibility to experiment with various teaching approaches. The alignment between the current study's findings of Ghavifekr and Rosdy's research emphasizes the positive impact of technology on fostering creativity and enriching the educational experience.

According to Bilbao (2018), it is a conviction that hard work and dedication have a moral value, an inherent ability, virtue, or value that strengthens character and individual abilities. Social entertainment of this caliber is believed to foster character development through diligent effort that reflects an individual's professional expertise.

Teachers Behavior

Work ethics of teachers, particularly focusing on respondents' behavior, attitude, and performance as

dependent variables, form a robust body of research with significant implications for educational practice that includes professional development, classroom management, attitudes toward teaching, ethical behavior, and individual performance commitment review form for teachers. For instance, the development of a professional learning community and fostering job satisfaction among educators were very important professions that brought about changes in the knowledge and teachings of society.

Teachers Attitude

Even though teachers are found in the bottom tier of today's order of command, there is no doubt that they are exceedingly knowledgeable individuals. Ethical behavior ensures that employees complete their work honestly and with integrity and that they meet an organization's goals by following rules and policies. Teachers have an important role at school, and they are poised to become influential people in learners' lives. They spend six to eight hours every week to teach their learners. It means that almost all their time was dedicated to teaching. They spend their time at school with their teachers. Emotions linger like a shadow over both the lives and work of individual educators. Positive emotions mediate all relationships between mastery goal orientation and learning activity in self-directed learning students (Schweder, 2020).

Teachers Performance

Ethical conduct at work, particularly a positive ethic, holds significant importance from a business standpoint due to the confidence it instills in clients and consumers. A positive commitment and responsiveness to client needs or product creation can elevate our business's reputation as a company that conducts itself with honesty and integrity. Ethical practices also contributed to the establishment of ethical guidelines within a company and the deterrence of detrimental attitudes and behaviors in business models that prioritize profit over integrity. In the Philippines, the attainment and failure of educational activities depend highly on their performance in executing the teaching and learning process, facilitating classroom management in the learning environment, participating in curriculum improvement and development, and promoting professional growth and engagement (Comighud & Arevalo, 2020).

Statement of the Problem

The study sought to assess the extent of work ethics exhibited by teachers in the Division of Misamis Oriental for the academic year 2023 – 2024, particularly in terms of their behavior, attitude, and performance. The result of the study would serve as the basis for a development plan. It specifically answered the following questions:

1. How are the respondents are categorized based on their gender, marital status, and highest level of educational attainment, educational attainment and teaching experience?
2. What is the level of teachers' work ethics as perceived

by them considering responsibility to the profession, professional competence, responsibility to students, school community and ethical use of technology?

3. How do the respondents assess the teacher's behavior considering professional development, classroom management?

4. How do the respondents assess the teacher's attitude considering attitude toward teaching and ethical behavior?

5. How do the respondents assess the teacher's performance considering content understanding and pedagogy, learning environment and diversity of learners, curriculum planning, assessment and reporting, and professional development?

6. Is there a significant relationship between the respondents' perceived level of work ethics and their assessment of teachers' behavior, attitude and performance?

7. Is there a notable disparity in the respondents' evaluations of teachers' behavior, attitude, and performance when categorized based on their profiles?

8. Based on the findings of the study, what professional development plan on work ethics can be designed

Theoretical Framework

This study is anchored on the Social Cognitive Theory of Bandura (1967). In recent years, research has continued to explore how students learn through observation and how teachers' work ethics can serve as role models for learners, influencing their behavior. The theory proposes that learning takes place as individuals observe the outcomes of others' actions. Bandura's theory extends beyond behavioral theories, which assert that all behaviors are acquired through conditioning, and cognitive theories, which take into account psychological factors like attention and memory.

Thus, teachers' commitment to professional development, professional roles, and responsibilities can shape their work ethics and impact them. A strong professional identity may lead to a more dedicated and ethical approach to teaching that brings their individual values to the profession and influences their ethical stance.

Scope and Limitations

This study was focused on the Ethical Decision -Making in Administration: Navigating Complex Moral Dilemma and Promoting Organizational Integrity in the Division of Misamis Oriental during the school year 2023-2024. The dependent variables were measured in terms of the following, namely: Organization such as ethics training and stakeholder's engagement and to the teacher's employee such as job satisfaction, working habits and attitude/behavior towards performance, and personal belief while the output will redound on the IPCRF of teachers. It is focused on examining the intricate ethical decision-making processes within administrative settings. It encompasses various aspects of ethical challenges faced by administrators, including the factors influencing these decisions, the role of leadership, organizational culture,

and the impact of legal and regulatory frameworks. The study intends to offer insights and recommendations that can guide administrators in promoting ethical behavior and organizational integrity.

METHODOLOGY

Research Design

This study employed the descriptive-correlational research approach. Descriptive research was a suitable selection for this study as it aimed to identify characteristics, frequencies, trends, and categories. It is useful when not much is known about the topic or problem; before one can research why something happens, one needs to understand how, when, and where it happens. Descriptive research is typically categorized as a form of quantitative inquiry, although qualitative methods can also serve descriptive purposes.

The research design should be carefully developed to ensure that the results are valid and reliable. The choice of this was based on the fact that this study was intended to the Work Ethics of Teachers' Behavior, Attitude and Performance in the Division of Misamis Oriental during the School Year 2022-2023.

Study Setting

The study was conducted in seven (7) mega schools with thirty-six (36) above personnel categories in the Division of Misamis Oriental. These schools include Initao Central School in Initao, Misamis Oriental, Opol Central School in Opol Misamis Oriental, Tagoloan Central School in Tagoloan, Misamis Oriental, Vicente N. Chavez Elementary School in Villanueva, Misamis Oriental, Jasaan Central School in Jasaan, Misamis Oriental, Balingasag Central School in Balingasag Misamis Oriental and Salay Central School in Salay Misamis Oriental.

Misamis Oriental (Cebuano: Sidlakang Misamis; Tagalog: Silangang Misamis), officially known as the Province of Misamis Oriental, is situated in the Northern Mindanao region of the Philippines. Its capital, primary city, and provincial hub is Cagayan de Oro City, which operates autonomously from the province. In 1818, Misamis was carved out from Cebu to become a separate province with Cagayan de Misamis (Cagayan de Oro) as its capital and was further subdivided into divisions: Partido de Cagayan (Division of Cagayan), Partido de Catarman (Division of Catarman), Partido de Dapitan (Division of Dapitan), and Partido de Misamis (Division of Misamis). Most of the winners for outstanding schools in the Division of Misamis Oriental were claimed by mega schools. The researcher chose the Division of Misamis Oriental as the scope in the study because she is currently teaching in the division. The study would address how teachers' work ethics affect learning behavior. Through this study, the researcher would be able to assess the level of perception toward the factors of teachers' work ethics and assess the learning behavior among the learners to be beneficial to the school and to the community. It would also help the teachers understand the work ethics

and learning behavior that reflect their performance as teachers and can help the school achieve outstanding recognition in the division.

Study Population and Sampling Technique

This study included the entire population. The total population of the seven (7) mega schools with three hundred (300) elementary teachers were the respondents of this study in the Division of Misamis Oriental. In this study, a universal sampling approach, also referred to as a census or complete enumeration, was employed. This research sampling method involved including every individual or element within the entire population being studied in the sample. The objective is to collect data from each and every unit within the specified population.

Table 1: Distribution of Respondents

Name of School	Respondents
Balingasag Central School	43
Initao Central School	36
Jasaan Central School	38
Salay Central School	45
Tagoloan Central School	51
VC N Chavez Central School	44
Opol Central School	43
Total	300

Research Instruments

The study used three sets, the adapted, modified and researcher-made questionnaires. The initial section of the questionnaire involves profiling the teachers based on gender, marital status, highest level of education completed, and years of service. Part II of the questionnaire used on work ethics, which been adapted from Republic Act 7836, also known as the Code of Ethics for Professional Teachers includes responsibility to the professional, professional competence, responsibility to students, school community, and ethical use of technology. On the other hand, Part III of the questionnaire was adapted from Siad *et al.* (2013) except for the behavior because it was modified and the indicators are researcher-made or personalized questionnaires involved in designing a set of questions to gather information on a specific topic, issue, or research area. However, the teacher's performance was based on teachers' IPCRF in S.Y. 2022-2023.

Statistical Treatment of Data

For the quantitative data, descriptive statistics was utilized to compute measures of central tendency, such as the mean (average) and the standard deviation. These were used for Problems 1, 2, 3, and 6, which aimed to determine the work ethics and their assessment of teachers' behavior, attitude and performance. These methods would help the researcher understand the distribution of responses and identify any patterns or trends in participants' perceptions (Bhandari, 2020). Meanwhile, Pearson-r was used for

Problems 4 and 5 in order to establish the relationship between the variables of work ethics and teachers' behavior, attitude and performance.

Ethical Consideration

This study aimed to obtain confidential information from the respondents. They would be informed of the purpose of this study and how it was done. All the answers from the respondents are expected to be filled with the best knowledge and feelings they have learned from the researcher's study. Orientation prior to the conduct of the study was highly followed by the permit given by the authority. An agreement from both parties, the researchers and the respondents, would take place. Hence, the responses of the respondents would be collected for consolidation and interpretation of results. The following ethical concerns are undertaken:

Informed all participating teachers and clearly explained the purpose of the study, the data-gathering procedure and how to use their information. This was to ensure that they were not obliged to participate and that they had the option to withdraw from the study at any time without facing consequences. Teachers were asked to remove or replace any personally identifiable information from the data during analysis and reporting. Pseudonym assignments might have been done to participants in order to protect their identities. Data storage safeguarded all the collected data by storing it using encryption where necessary and limited access to authorized personnel only. This was to ensure that the data was not accidentally disclosed to unauthorized parties. Ethical approval was sought from an Institutional Review Board (IRB) or ethics committee to ensure that the research design and data handling procedure meet ethical standards and guidelines.

RESULTS AND DISCUSSIONS

Problem 1. How are the Respondents Distributed in Terms of Sex, Civil Status, Highest Educational Attainment, and Teaching Experience?

Table 2: Distribution of Respondents' Profile in terms of Sex

Category	Frequency	Percentage
Male	44	14.67
Female	256	85.33
Total	300	100.00

Table 2 depicts that the highest frequency of 256 (85.33%) are female. The result implies that more females are still engaged and exploring the teaching profession. It can be observed that many people perceived that the teaching profession was primarily for women or had been reserved for women. Teaching, especially in primary education, belongs to the range of career choices among women. Accordingly, The proportion of female teachers worldwide already exceeds that of male teachers, and this

trend is expected to persist. However, the Ministry of Education should carefully consider the administration of its female teaching staff. While attracting more female teachers to rural or remote areas presents challenges, providing job opportunities for women in these regions could be beneficial, offering female students the opportunity to have teachers who reflect their own experiences. While it is not inherently problematic for women to primarily teach early grades, it is not always evident that this is where they would excel most. Older students may also benefit from having female teachers. Finally, education systems need to make sure that barriers are not created for female teachers and that women have the same chance as men to be promoted to managerial positions (Le Nestour *et al.*, 2020).

On the other hand, the lowest frequency of 44 (14.67%) is male. This means that there are few male respondents in the study. It implies that male teachers nowadays are lacking in the field and their number must increase to fill the needed part for their expertise in some fields. They have skills which were more useful in the deliverance of education needed for the compliance of the teaching and learning process. This suggests that there is currently a shortage of male teachers in certain fields, and it emphasizes the necessity of increasing their representation to meet the demands of those fields. It highlights that male teachers possess skills that are particularly beneficial in effectively delivering education and facilitating the teaching and learning process. In essence, it implies that recruiting more male teachers could enhance the overall effectiveness and diversity within the educational system. Male teachers play a vital role in preparing the learners for a brighter future ahead of them. This information was valuable for understanding the demographic composition of the workforce and can be used to inform various aspects of workplace policies, diversity initiatives, and employee engagement strategies. This concept may not necessarily be in contradiction with the philosophy of work as a part of human nature and a means for self-perfection because the purpose of rational power is to change matter into goods that have objective value (Cholbi,2022).

Table 3: Distribution of Respondents' Profile in terms of Civil Status

Category	Frequency	Percentage
Married	262	87.33
Single	30	10.00
Widow	8	2.67
Total	300	100.00

Table 3 presents a distribution of respondents' profiles in terms of civil status. These respondents, with a percentage of 87.33%, were married and had the highest frequency. This information implies that the majority were married, more actively participated in the study, and were more capable of handling situations inside the

classroom because they had experiences in parenthood. Married respondents are more associated with handling learners because they are parents of their own children and can relate to possible situations that might occur inside the classroom. They are motivated in the field to give their best possible effort to satisfy the needs of their learners and gain something from their preparedness in the lesson. In some scenarios, married teachers can relate to the parenthood side of their learners and can interact through their experiences at home. Balancing the roles of motherhood, marriage, and a career can pose challenges for women. Yet, this is proven by the thousands of stories of women leaders who are able to handle both home and work responsibilities (Cabrera *et al.*, 2019).

However, the lowest frequency of 8 (2.67%) were widows. This implies that widow teachers may bring a heightened sense of empathy and understanding to their interactions with learners, colleagues, and the school community. Their personal experiences of loss could foster a deeper connection with others who may be facing challenges or difficult situations. These teachers must be handled with respect and love because they are the precursors of learning. There are a lot of tasks and responsibilities that come with being a teacher, some of which can be hard. People who work as teachers often have more trouble balancing their work and personal lives than people in other jobs. This is because teachers' jobs are often stressful, making it hard for them to meet their other social and family obligations (Mercado, 2019).

Table 4: Distribution of Respondents' Profile in terms of Highest Educational Attainment

Category	Frequency	Percentage
PhD/ EdD/ DM holder	11	3.67
With Units in PhD/ EdD/ DM	29	9.67
Master's Degree Holder	5	15.00
With units in Master's Degree	244	81.33
Total	300	100.00

Table 4 illustrates the highest frequency of 244 (81.33%) with units in Master's Degree. This implies a strong emphasis on higher education among teachers, potentially reflecting a commitment to professional development and expertise in their field. Pursuing master's degrees while working or gaining professional experience can contribute to a more holistic understanding of the subject matter, particularly in studies related to professional practices or industries. This information could inform policy decisions related to academic requirements for teaching positions, recognizing the prevalence of individuals pursuing advanced degrees or possessing varied educational backgrounds within the educational workforce. In a recent study by Van Wingerden and Poell (2019), the connection between advanced degrees and teacher involvement was examined. The findings

revealed that educators with units in master's degrees are more inclined to actively participate in professional development programs. According to the study, a notable number of respondents (81.33%) possessed units of master's degrees, indicating a substantial presence of highly qualified individuals. In addition, a study conducted Wang and Kim (2023) explored the influence of educational achievement on teacher motivation. The findings highlighted that teachers with units of master's degrees tend to demonstrate a greater dedication to ongoing professional growth. The findings align with the observation made in this study that individuals pursuing a master's degree were highly engaged participants. There appears to be a clear link between obtaining higher degrees and increased involvement in Central Elementary Schools of Misamis Oriental.

However, the lowest frequency of 11 (3.67) acquired PhD/EdD/DM Degree Holder. This suggests a relatively low representation of individuals with doctoral degrees within the surveyed population. This could indicate a potential gap in the educational attainment level among the respondents. Understanding the reasons behind this lower frequency could provide valuable insights into factors such as access to higher education, career aspirations, or the perceived value of pursuing advanced degrees within the context of the surveyed group. Addressing such disparities may be important for fostering a more diverse and qualified workforce within the field. This emphasized the importance of implementing specific interventions to address the distinct challenges faced by educators with terminal degrees in Central Elementary Schools of Misamis Oriental. Despite their small numbers, their specialized skills and qualifications can contribute valuable insights, innovation, and leadership within the field. In a recent study conducted by Comon and Corpuz (2024), the focus was on the challenges encountered by teachers who hold terminal degrees, such as PhD or EdD, when it comes to adapting to new pedagogical approaches. The study highlighted that individuals with these higher-level qualifications might encounter obstacles when getting involved, primarily because of the research-focused nature of their degrees.

Table 5: Distribution of Respondents' Profile in terms of Teaching Experience

Category	Frequency	Percentage
21 and above	172	57.33
16 – 20 years	66	22.00
11 – 15 years	37	12.33
6 – 10 years	19	6.33
5 years and below	6	2.00
Total	300	100.00

Table 5 demonstrates the respondents' profile in terms of length of service. Data show that the participants with the highest frequency of responses were 21 years

old and above 172 (57.33%) in length of service. This implies that teachers with extensive experience often demonstrate a strong work ethic characterized by consistency and reliability. They understand the importance of maintaining a positive and respectful attitude towards learners, colleagues, and parents. Their years of experience contribute to a strong sense of professional conduct and often embody a high level of professionalism. Teacher experience and enthusiasm are key factors of effective teaching, favoring teachers' well-being and instructional behavior and students' cognitive, emotional, and motivational outcomes (Burić & Moe, 2020).

However, data shows that participants with the lowest frequency possessed 5 years and below 6 (2.00) in terms of teaching experience. This can be attributed to a slower pace of career progression or a smaller pool of individuals who have reached this milestone. It suggests that fewer respondents have earlier career stages compared to the senior stages. This implies that teachers with fewer years of service are in the process of building professional relationships with learners, parents, and colleagues. They

may focus on creating a positive and supportive rapport within the school community. Teachers in their first five years may still develop their professional identities, explore different teaching philosophies and refine their instructional approaches as they gain more experience.

Further, a study conducted by Yao and Wildy (2021) examined the influence of teaching experience on professional development. The results suggested that teachers with limited experience are generally more receptive to new ideas and approaches. The findings align with the observation made in this study that individuals with five years or less of teaching experience were the most actively engaged participants. There appears to be a possible link between less teaching experience and higher participation in professional development programs within the Central Elementary Schools in Misamis Oriental.

Problem 2. What is the Respondents' Level of Perceived Work Ethics Considering Responsibility to the Professional, Professional Competence, Responsibility to Students, School Community and Ethical Use of Technology?

Table 6: Distribution of Respondents' Work Ethics considering Responsibility to the Professional

Indicator	Mean	SD	Description
Acknowledge merely being unaware, lacking knowledge, or failing to understand the Code does not serve as a defense against charges of unethical conduct.	3.32	0.69	At all Times
Uphold It's essential to be acquainted with the procedures, policies, laws, and regulations pertinent to professional practice, irrespective of personal opinions.	3.52	0.55	At all Times
Hold oneself responsible for ethical conduct.	3.56	0.59	At all Times
Monitor and ensure a robust state of mental, physical, and emotional well-being essential for carrying out professional responsibilities effectively, and take appropriate actions if personal or health-related concerns impede work duties.	3.51	0.55	At all Times
Refrain from engagements, either professional or personal, that could potentially diminish one's effectiveness within the school community.	3.33	0.56	At all Times
Avoid utilizing one's position for personal benefit and steering clear of any appearance of misconduct.	3.33	0.79	At all Times
Taking accountability and receiving recognition solely for tasks completed or accomplishments achieved, while also acknowledging the efforts and contributions of others.	3.46	0.58	At all Times
Confront and make reasonable efforts to address conflicts between the Code and the implicit or explicit requests of an individual or entity.	3.39	0.58	At all Times
Maintaining and demonstrating commitment to the Code by taking proactive measures upon suspecting that another educator might be approaching or engaged in an ethically compromising situation.	3.33	0.67	At all Times
Engaging in respectful dialogue concerning matters that affect the profession.	3.42	0.65	At all Times
Overall	3.42	0.62	At all Times

Legend:

3.26-4.00 *At all Times (Very High)*

2.51-3.25 *Most of the Time (High)*

1.76-2.50 *Sometimes (Low)*

1.00-1.75 *Never (Very Low)*

Table 6 exhibits the results pertaining to work ethics and the overall mean of 3.42 (SD=0.62) described as At all Times. This indicates that the respondents have a Very

High level of work ethic considering Responsibility to the Professional. This signifies that respondents consistently provided very high positive responses to questions related to work ethics factors. This ensures that they can provide the best possible service and contribute positively to the advancement of their profession. Professionals are accountable for their actions and decisions within

their profession. This implies that a leader within a profession has a particular responsibility to model ethical behavior and promote a culture of integrity within their organizations. It suggests a strong commitment to upholding professional standards and values among the respondents. This could indicate a deep sense of accountability towards their profession, including adhering to codes of conduct, continuously updating their skills and knowledge, engaging in professional development activities, and demonstrating integrity in their interactions with colleagues and stakeholders. Such a high level of dedication to professional responsibilities may contribute to fostering a positive work culture and promoting excellence within their respective fields. Even though the importance of ethics in professional life can be demonstrated by several instances of the failure of businesses, it is better to show it through the lens of positivity (Divyansh Bordia, 2022).

The indicator, As a teacher, I hold oneself responsible for ethical conduct got the highest mean of 3.56 (SD=0.59), described as At all Times. It implies that a teacher as a professional is expected to uphold honesty, transparency, and truthfulness in all their interactions within the workplace and have a responsibility to adhere to the standards and guidelines set by their respective professions. This may involve following industry-specific regulations, staying updated on the latest best practices, and continuously seeking professional development to enhance their skills and knowledge. These include being truthful in reporting, adhering to professional codes of conduct, and avoiding conflicts of interest. They are accountable for the decisions they make, the work they produce, and the consequences of their professional conduct. Taking ownership of mistakes and learning from them was key to maintaining ethical behavior. Republic Act 7836, known as Code of Ethics for

Professional Teachers in Article V, the Teachers and the Profession in Section 1 stated that teachers should consistently embody professional loyalty, mutual trust, and confidence in each other, demonstrating self-sacrifice for the collective benefit and fostering complete cooperation among colleagues. In any dispute where the welfare of students, the school, or the profession is involved, teachers must stand united in support of one another. Teachers are responsible for creating a positive and inclusive work environment, fostering collaborative relationships, and valuing diversity.

On the other hand, the indicator As a teacher, I acknowledge merely being unaware, lacking knowledge, or failing to understand the Code does not serve as a defense against charges of unethical conduct got the lowest mean score of 3.32 (SD=0.69) described as At all Times with the interpretation of Very High. This implies that the respondents have a professional responsibility to familiarize themselves with the established Code of Ethics governing their profession. The code does not serve as a defense if a teacher is charged with unethical conduct. In other words, Ignorance of the code is not a valid justification for participating in certain behaviors that violate ethical standards. They are proactive in gaining awareness and understanding of these standards and emphasize the need for teachers to continuously educate themselves about the ethical standards relevant to their profession. Even though teachers are found in the bottom tier of today's order of command, it is without a doubt that they are exceedingly knowledgeable individuals (Mehmood *et al.*,2022). Furthermore, this finding resonates with existing literature, as highlighted by Republic Act 7836, which emphasized in Section 5 that every teacher is obligated to address what may seem to be unprofessional or unethical behavior exhibited by any colleague.

Table 7: Distribution of Respondents' Work Ethics considering Professional Competence

Indicator	Mean	SD	Description
Incorporate state and national standards, including discipline-specific ones, into your practice. Promote equitable educational opportunities for all students.	3.49	0.50	At all Times
Advocate to ensure fair educational opportunities for all students	3.50	0.50	At all Times
Accept fulfilling responsibilities, duties, and services aligned with the certification, licensure, and training required for one's position.	3.53	0.50	At all Times
Reflect continuously evaluate and enhance one's professional skills, content knowledge, and competency.	3.43	0.58	At all Times
Commit to ongoing professional learning.	3.52	0.55	At all Times
Use developmentally appropriate assessments that are intended and validated to guide educational decisions.	3.55	0.50	At all Times
Increase ensure students have access to the curriculum, activities, and resources to provide a quality and equitable educational experience.	3.57	0.50	At all Times
Work to involve the school community in closing achievement, opportunity, and attainment gaps.	3.48	0.50	At all Times
Protect students from any practice that harms or could potentially harm them.	3.63	0.53	At all Times
Overall	3.53	0.51	At all Times

Legend:

3.26-4.00 *At all Times (Very High)*

2.51-3.25 *Most of the Time (High)*

1.76-2.50 *Sometimes (Low)*

1.00-1.75 *Never (Very Low)*

Table 7 presents the distribution of the respondents' work ethics considering professional competence. The overall mean of 3.53 (SD=0.51) with the description of At all Times indicates that the respondents have perceived Very High in the challenges in terms of professional competence. This implies that most of the respondents not only meet the expected performance standards but do so ethically and responsibly. They likely prioritized the well-being and education of their students while maintaining the highest standards of integrity. They were probably proficient and effective in carrying out their duties. This can contribute to a positive working environment and collaboration within the educational community. Therefore, the teacher was not only proficient in their role but also approached their work with a commitment to ethical conduct, continuous improvement, and positive impact on students. As highlighted, Rawwas *et al.* (2018) highlighted work ethic as a vital personal attribute that speaks volumes about employees' recognition, even in the absence of organizational control. Given this context, numerous scholars have contended that work ethics might not remain constant but could be perceived as dynamic. Specifically, the indicator As a teacher, I protect students from any practice that harms or has the potential to harm students got the highest mean of 3.63 (SD=0.53), described as At all Times. This implies that the teacher demonstrated ethical behavior by actively avoiding any practices that may harm learners or have the potential to harm them. This indicated a high level of moral responsibility and a dedication to upholding ethical standards in the teaching profession. This knowledge helps them make informed decisions and ensures that they are aligned with professional expectations and responsibilities. The teacher may also actively collaborate with colleagues, administrators, and other

stakeholders to promote learner safety because effective communication about potential risks and concerns contributes to a collective effort to protect learners from harm. Additionally, this implication aligns with Republic Act 7836 on Teacher and the Learner in Article VIII. It discusses the privileges and responsibilities of a teacher towards the learners. The teacher's code of ethics serves to safeguard the rights of every student. It's imperative for teachers to recognize that upon assuming a teaching role, they commit to adhering to this code. They are expected to treat all learners impartially and refrain from exploiting their authority. Maintaining a professional demeanor with students is essential; familiarity should not overshadow professionalism. Regrettably, there were reports of misconduct within the school. Teachers bear the responsibility of ensuring the safety of learners and should not delegate this duty to others. The paramount concern is to avoid misusing the authority their position affords them over students.

On the other hand, the indicator As a teacher, I reflect continuously evaluate and enhance one's professional skills, content knowledge, and competency. got the lowest mean of 3.43 (SD=0.58), described as At all Times. This implies that a teacher who is dedicated to continuous improvement, self-awareness, and ethical professional practices contributes to a dynamic and effective teaching approach that prioritizes the best interests of students. This aligned with ethical standards and work ethics, as the teacher recognized their role to be maintained and enhanced their competence and willed to adapt to changes and advancements in education by ensuring relevance and effectiveness in their teaching practices. They were engaged in collaborative efforts with peers to share insights and learn from others. Furthermore, Leonard (2019) emphasized that strong work ethics suggest that the person places a high value on doing a good job, as well as respecting others and functioning with integrity. Therefore, Professionalism is an integral aspect of the work ethic concept, which outlines how an individual approaches their work and behaves on the job.

Table 8: Distribution of Respondents' Work Ethics considering Responsibility to Students

Indicator	Mean	SD	Description
Respect students by taking into account their age, gender, culture, environment, and socioeconomic background.	3.70	0.52	At all Times
Interact with students with transparency and in appropriate settings.	3.56	0.54	At all Times
Communicate with students in a clear, respectful, and culturally aware manner.	3.71	0.46	At all Times
Take consider how appearance and attire can influence interactions and relationships with students.	3.71	0.45	At all Times
Consider the implications of accepting or giving gifts to students.	3.44	0.54	At all Times
Engage in physical contact with students only when there is a clear, beneficial purpose and with a constant focus on the student's safety and well-being.	3.42	0.49	At all Times
Avoid multiple relationships with students that might compromise objectivity, increase the risk of harm to student learning or well-being, or diminish educator effectiveness.	3.59	0.49	At all Times

Seek to understand students' educational, academic, personal, and social needs, as well as their values, beliefs, and cultural backgrounds.	3.55	0.49	At all Times
Respect the dignity, worth, and uniqueness of each student, including but not limited to their actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture.	3.71	0.44	At all Times
Respect the privacy of students and the necessity to maintain confidentiality regarding specific types of student communication, documents, or information acquired during professional practice.	3.63	0.48	At all Times
Overall	3.60	0.49	At all Times

Legend:

3.26-4.00 *At all Times (Very High)*

2.51-3.25 *Most of the Time (High)*

1.76-2.50 *Sometimes (Low)*

1.00-1.75 *Never (Very Low)*

Table 8 illustrates the breakdown of respondents' work ethics regarding Responsibility to Students. With an overall mean of 3.60 (SD=0.49) and a rating of At all Times, it indicates that respondents demonstrate a very high level of work ethics concerning their responsibility to students. This implies that these individuals are likely dedicated, conscientious, and committed to fulfilling their duties related to students' well-being and academic success. It suggests a strong sense of accountability, professionalism, and moral principles in their approach to their work in an educational context. Overall, such a high level of work ethics can contribute positively to the quality of education and the overall experience for students.

Further, it is aligned with the implications mentioned above in Republic Act 7836, on The Teacher and the Learner in Article VIII, which discusses the rights and duties of a teacher to the learners. The teacher's code of ethics aims to safeguard students' rights. It's crucial for teachers to comprehend that upon assuming a teaching role, they are committing to uphold the code of ethics. Teachers are anticipated to treat all their students fairly and refrain from exploiting their position in any manner. In addition, the indicator As a teacher, Communicate with students in a clear, respectful, and culturally sensitive manner, got the highest mean score of 3.71 (SD=0.46) with a description of At all Times. The result revealed that the respondents perceived work ethics to be very high in terms of responsibility to students. This implies that the teacher-respondents place a significant emphasis on the responsibility of students to recognize the impact of appearance on interactions and relationships. Teachers are role models for students, and their communication style sets an example for appropriate behavior and interaction. They understand that their appearance can shape students' perceptions, attitudes, and overall

classroom dynamics, and they take this responsibility seriously. By fostering positive relationships with students, they can create a supportive and professional learning environment for their children.

The results can be associated with Republic Act 7836 in Article XI, titled The Teacher as an Individual, mandates maintaining a dignified persona both within school premises and beyond, setting an example worthy of emulation by students, peers, and others. Work ethics were somewhat observed from the moment a teacher walked into the school until he left. He was professionally identified as a person with dignity and pride. Dressed in clean, pressed clothes and the moment he arrived in school, he was very much ready to start working with the learners.

On the other hand, the indicator As a teacher, I Engage in physical contact with students only when there is a clear, beneficial purpose and with a constant focus on the student's safety and well-being obtained the lowest mean score of 3.42 (SD=0.49) with a description of At all Times. This implies that physical contact between a teacher and learner should only occur when there is a specific, beneficial purpose, such as providing necessary assistance or comfort.

It emphasized that any physical contact should always prioritize the safety and well-being of the learners. This indicated a commitment to maintain professional boundaries and ensure that interactions with learners are appropriate and respectful. Teachers also have an important role at school, and they are poised to become influential people in learners' lives. They spend six to eight hours every week to teach their learners. This means that almost all of their time was dedicated to teaching. They spend their time at school with their teachers. Emotions linger like a shadow, casting their influence over the lives and work of educators. Positive emotions mediate all relationships between mastery goal orientation and learning activity in self-directed learning students (Schweder,2020).

Table 9: Distribution of Respondents' Work Ethics considering School Community

Indicator	Mean	SD	Description
Communicate with parents or guardians in a timely and respectful manner that prioritizes the students' best interests.	3.60	0.54	At all Times

Demonstrate a commitment to equality, equity, and inclusion, along with respecting and accommodating the diversity of the school community members.	3.53	0.50	At all Times
Consider the implications of accepting or giving gifts to parents or guardians.	3.39	0.61	At all Times
Maintain appropriate confidentiality of student information disclosed by or to parents or guardians, unless required by law.	3.51	0.54	At all Times
Respect fellow professionals as colleagues and maintaining civility when differences arise.	3.62	0.49	At all Times
Resolve conflicts, whenever possible, privately and respectfully and in accordance with district policy.	3.60	0.49	At all Times
Keep prioritizing student safety, education, and health by maintaining and sharing educational records appropriately and objectively, in accordance with local policies, state, and federal laws.	3.60	0.53	At all Times
Collaborate with colleagues in a manner that supports academic achievement and promotes the best interests of students.	3.60	0.53	At all Times
Ensure that educators assigned as mentors for new teachers, cooperating teachers, or other leadership roles are adequately prepared and supervised for these responsibilities.	3.55	0.54	At all Times
Maintain the highest professional standards of accuracy, honesty, and appropriate information disclosure when representing the school or district in the community and in public communications.	3.48	0.69	At all Times
Overall	3.55	0.55	At all Times

Legend:

3.26-4.00 *At all Times (Very High)*

2.51-3.25 *Most of the Time (High)*

1.76-2.50 *Sometimes (Low)*

1.00-1.75 *Never (Very Low)*

Table 9 presents the distribution of respondent’s work ethics considering School Community. The overall mean of 3.55 (SD=0.55) was observed that the entire participants comprising 100%, indicated At All Time in the survey. This signifies that respondents consistently provided a Very High positive response to questions related to work ethics in terms of the school community. Hence, it can be deduced that most respondents achieved very high work ethics results in the school community.

Subsequently, Teachers are responsible for respectfully engaging with parents, community members, and other stakeholders of the school, as required by the Code of Ethics for skilled teachers. Contact with parents should be made on a daily basis, and contact should be kept professional and free of disputes. If teachers have a problem with parents, community members, or stakeholders, they must address it promptly. As a teacher, it’s crucial to recognize that education is a public service, and they should strive to keep the public informed about their services and initiatives events. Teachers play a significant part in society. Teaching was a very important profession in bringing a change in the knowledge and teachings of society. Even though teachers are found in the bottom tier of today’s order of command, it was without a doubt that they are exceedingly knowledgeable individuals (Mehmood *et al.*, 2022).

In addition, the indicator As a teacher, I Respect fellow professionals as colleagues and maintaining civility when differences arise got the highest mean score of 3.62 (SD=0.49) with a description of At all Times. The

result revealed that the respondents had perceived Very High work ethics in terms of the school community, which implies the work environment provided support, guidance, and resources to maintain respectful relationships among teachers that can contribute to a cohesive school community. The work ethics of teachers within a school community are foundational for creating a positive and collaborative environment. By respecting colleagues as fellow professionals and maintaining civility during differences, teachers contribute to a culture that supports not only their professional growth but also the overall well-being of the school community. According to Mehmood *et al.*, teachers play a significant part in society. Teaching was a very important profession in bringing a change in the knowledge and teachings of society. Even though teachers are found in the bottom tier of today’s order of command, it was without a doubt that they are exceedingly knowledgeable individuals.

On the other hand, the indicator As a teacher, I consider the implication of accepting gifts from or giving gifts to parents/guardians obtained the lowest mean score of 3.39 (SD= 0.61) with a description of At all Times. This implies that accepting gifts from parents/guardians can have potentially challenging implications for the work ethics of teachers in the school community. Accepting gifts from parents/guardians can create perceptions of favoritism or influence. As such, it is to exercise discretion and accept only modest and appropriate gifts, ensuring they do not compromise our professional integrity or impartiality. Teachers may set guidelines or communicate with parents about the nature and appropriateness of gifts to ensure a fair and inclusive environment for all learners. In line with the Republic Act, In Article XI, titled “The Teacher as a Person,” educators are expected to uphold a

dignified demeanor, whether within the school premises, at home, or elsewhere, setting an exemplary model worthy of emulation by students, peers, and others. Work ethics was

somewhat observed from the moment a teacher walked into the school to when he left. He was professionally identified as a person with dignity and pride.

Table 10: Distribution of Respondents' Work Ethics considering Ethical Use of Technology

Indicator	Mean	SD	Description
Use social media responsibly, transparently, and primarily for educational purposes as outlined in school and district policies. Educators should carefully consider the impact of social media and digital communication on their interactions with students, colleagues, and the community.	3.47	0.66	At all Times
Stay abreast of current trends and uses of school technology.	3.38	0.58	At all Times
Promote Highlight the advantages and explain the limitations of various suitable technological applications to colleagues, relevant school staff, parents, and community members.	3.41	0.58	At all Times
Access,record and utilize proprietary materials, while comprehending how to identify and prevent plagiarism among students and educators.	3.38	0.60	At all Times
Understand and adhering to the district's policy regarding the utilization of technology and communication.	3.45	0.54	At all Times
Exercise caution by maintaining separate and professional virtual profiles, ensuring a clear distinction between personal and professional lives.	3.38	0.57	At all Times
Respect the privacy of students' social media presence unless granted consent to view such information or if there is potential evidence of harm to the student or others.	3.50	0.50	At all Times
Monitor and report information regarding potential cyberbullying incidents and their potential impact on the student learning environment to the extent feasible and in accordance with appropriate procedures.	3.46	0.54	At all Times
Take implementing suitable and sensible measures to uphold the confidentiality of student information and educational records stored or transmitted via electronic or computer technology.	3.55	0.54	At all Times
Ensure that the utilization of technologies does not infringe upon the rights of third parties, including their right to privacy.	3.52	0.55	At all Times
Overall	3.45	0.56	At all Times

Legend:

3.26-4.00 *At all Times (Very High)*

2.51-3.25 *Most of the Time (High)*

1.76-2.50 *Sometimes (Low)*

1.00-1.75 *Never (Very Low)*

Table 10 presents the distribution of respondents' work ethics considering Ethical Use of Technology. The overall mean of 3.45 (SD=0.56) was observed that the entire participants comprising 100%, indicated At all Times in the survey. This signifies that the majority of respondents consistently provided a Very High positive interpretation. In the context of this study, Teachers' work ethics in terms of the ethical use of technology play a crucial role in shaping the learning environment and ensuring the well-being of learners. Teachers served as role models and helped learners evaluate the credibility of online sources, discern between reliable and unreliable information, and understand the potential biases in digital content. Engaging in professional development would help teachers enhance their knowledge of digital tools and adapt to evolved ethical standards. In addition, teachers' work ethics in the context of technology involved modeling responsible behavior, ensuring equitable access,

promoting digital citizenship, and staying informed about ethical considerations.

In support of these findings, the study conducted by Herodotou *et al.* (2019) emphasized the transformative potential of technology integration in education. The positive correlation between the current study's findings and the research of Herodotou *et al.* suggests that the high level of implementation in creating something through technology aligns with the broader positive impacts of technology on pedagogy and student outcomes. Meanwhile, the indicator As a teacher, Take implementing suitable and sensible measures to uphold the confidentiality of student information and educational records stored or transmitted via electronic or computer technology got the highest mean of 3.55 (SD=0.54) described as At all Times. This implies that a teacher should understand the significance of maintaining confidentiality aligns with legal mandates and ethical principles governing the protection of student records and information. It emphasizes the need for teachers to remain vigilant and proactive in safeguarding student privacy in all aspects of their professional practice. According to Bilbao (2018),

it is a conviction that hard work and dedication have a moral value, an inherent ability, virtue, or value that strengthens character and individual abilities. Engaging in social entertainment of this caliber is seen as a means to foster character development through dedication that reflects an individual's professional expertise.

On the other hand, the indicator As a teacher, exercise prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct was obtained the lowest mean of 3.38 (SD=0.57), described as At all Times. The result implies that teacher-respondents play a crucial role in modeling ethical behavior and professionalism, both in the physical classroom and online. By prioritizing awareness, training, and policy development in this area, educators can better navigate the complexities of the digital landscape while upholding ethical standards and protecting student well-being. It suggests that by addressing digital literacy and professional conduct in online spaces as integral components of teacher education and professional development efforts, teachers should be mindful of ethical considerations when adopting new technologies. Supporting this finding, the study by Ghavifekr and Rosdy (2018) highlights the potential of technology integration to significantly enhance creativity in education. The research underscores that technology equips educators with a diverse set of tools and resources, enabling them to design interactive and personalized learning experiences. Accordingly, teachers who effectively integrated technology into their teaching methods reported positive outcomes such as increased student engagement, enhanced collaboration, and the flexibility to experiment with various teaching approaches. The alignment between the current study's findings of Ghavifekr and Rosdy's research emphasizes the positive impact of technology on fostering creativity and enriching the educational experience.

Table 11 is a summary distribution of the variables on the teachers' level of work ethics. The overall mean of 3.51 (SD=0.546), interpreted as Very High indicates that the respondents have perceived At all Times their level of work ethics. This implies that the respondents consistently uphold and adhere to the ethical standards and values of their profession. This commitment reflects a deep understanding of the importance of maintaining a high level of integrity in their work. It suggests a strong commitment to professional values, ongoing development, student welfare, positive contributions to the school community, and ethical considerations in the use of technology. Reflecting on teachers' level of work ethics emphasizes the need for teachers to be consistent in their physical, emotional, and mental attributes, which make them real role models to the community. The Code of Ethics for Professional Teachers in Article XI states that a teacher should prioritize self-discipline as the fundamental principle of personal conduct in all interactions with others and in every circumstance.

In particular, the Responsibility to Students category received the highest average score of 3.60 (SD=0.49), indicating a Very High level, suggesting that teachers perceive their commitment as constant. This suggests that students can consistently depend on their teachers for ongoing support and guidance. Educators play a significant and enduring role in the holistic development of their students. This indicates that educators consistently prioritize the well-being of their students, adjust to their requirements, cultivate trustful relationships, and contribute positively to their comprehensive growth.

Apparently, this suggests that educators consistently embody a high standard of responsibility to students. This level of commitment has far-reaching implications for the learning experience, personal development, and overall well-being of the students under their care. The work ethics of teachers is an important factor in successful teaching, which has a knock-on impact on students' learning. When teachers experience psychological empowerment, they exhibit a favorable outlook towards their work. The findings of the related study showed that when teachers feel psychologically empowered, they become loyal and committed to their organization and ready to put their best efforts into the betterment of their organization (Abbas,2021).

On the other hand, Responsibility to the Professional category garnered the lowest average score of 3.42 (SD=0.62), also interpreted as Very High. This suggests that the respondents maintain a strong personal commitment to their professional responsibilities to enhance their professional responsibility and are actively working towards achieving even higher standards. The respondents may have exceptionally high expectations of themselves regarding their responsibility to the profession, even though they perceive their commitment as Very High. It suggests that they set extremely stringent standards for their professional conduct. It involves a

Table 11: Summary of the Level of Teachers Work Ethics

Work Ethics	Mean	SD	Interpretation
Responsibility to the Professional	3.42	0.62	Very High
Professional Competence	3.53	0.51	Very High
Responsibility to Students	3.60	0.49	Very High
School Community	3.55	0.55	Very High
Ethical Use of Technology	3.45	0.56	Very High
Overall	3.51	0.546	Very High

Legend:

3.26-4.00 At all Times (Very High)

2.51-3.25 Most of the Time (High)

1.76-2.50 Sometimes (Low)

1.00-1.75 Never (Very Low)

commitment to ethical conduct, continuous learning, collaboration with peers, adherence to professional standards, and the promotion of the profession's interests for the benefit of both professionals and the broader community. Even though the importance of ethics in professional life can be demonstrated by several instances

of the failure of businesses, it is better to show it through the lens of positivity (Bordia, 2022).

Problem 3. How do the Respondents Assess the Teacher's Behavior Considering Professional Development and Classroom Management?

Table 12: Distribution of the Respondents' Level of Assessment of Teachers' Behavior Considering Professional Development

Indicator	Mean	SD	Description
I encourage and support for active participation in professional development activities.	3.53	0.54	At all Times
I efficient use of resources to maximize the impact of professional development efforts.	3.55	0.50	At all Times
I have regular opportunities for individuals to reflect on their professional growth.	3.50	0.50	At all Times
I ensure that professional development opportunities are accessible and inclusive for all individuals, regardless of background or ability.	3.55	0.54	At all Times
I interact with parents or guardians to uphold open channels of communication.	3.62	0.53	At all Times
I remain current with best practices and engage in ongoing professional development to continually enhance my performance as a teacher.	3.57	0.54	At all Times
Overall	3.55	0.53	At all Times

Legend:

3.26-4.00 *At all Times (Very High)*

2.51-3.25 *Most of the Time (High)*

1.76-2.50 *Sometimes (Low)*

1.00-1.75 *Never (Very Low)*

Table 12 determines the distribution of respondents' level of assessment of teacher's behavior, considering professional development. The data exposed the overall mean of 3.55 (SD=0.53), which is interpreted as Very High and described as At All Times. This implies a very positive interpretation of the teachers who take the initiative to reflect on their professional growth and are more likely to hold themselves responsible for their own development. By doing regular reflection, teachers were able to set meaningful goals for their professional development and help in creating targeted plans for achieving goals and enhancing effectiveness in the classroom. It also contributed to the development of a professional learning community and fostered job satisfaction among educators. Teaching was a very important profession and brought a change in the knowledge and teachings of society. Even though teachers are found in the bottom tier of today's order of command, there is no doubt that they are exceedingly knowledgeable individuals (Mehmood *et al.*, 2022).

The indicator As a teacher, I interact with parents or guardians to uphold open channels of communication, obtained the highest mean of 3.62 (SD=0.53), described as At all Times. The result implies that this indicator reflects a commitment to fostering a collaborative and supportive learning environment that indicates a proactive approach to addressing academic and behavioral concerns in working together with parents that support the child's development. By involving parents in their child's

education, a teacher contributes to the development of a supportive and collaborative community, which enhances the overall learning experience for the learners. Republic Act 7836, known as the Code of Ethics for Professional Teachers in Article IX, establishes and maintains cordial relations with parents, informs them of their children's progress, seeks their cooperation for proper guidance, and hears parents' complaints with sympathy and understanding.

The indicator As a teacher, I have regular opportunities for individuals to reflect on their professional growth obtained the lowest mean of 3.50 (SD=0.50), described as At all Times interpreted as Very High. This implies a very positive interpretation of the teachers who take the initiative to reflect on their professional growth and are more likely to hold themselves responsible for their own development. This suggests that by doing regular reflection, teachers were able to set meaningful goals for their professional development and help in creating targeted plans for achieving goals and enhancing effectiveness in the classroom. It also contributed to the development of a professional learning community and fostered job satisfaction among educators. Republic Act 7836, the Code of Ethics, In Article V, stated that the teachers should consistently embody professional loyalty, mutual trust, and confidence in one another, demonstrate self-sacrifice for the common good, and engage in full cooperation with colleagues. For instance, the development of a professional learning community and fostering job satisfaction among educators were very important professions that brought about changes in the knowledge and teachings of society.

Table 13: Distribution of the Respondents' Level of Assessment of Teachers' Behavior considering Classroom Management

Indicator	Mean	SD	Description
I ensure that my behavior in the classroom promotes a positive learning environment.	3.60	0.53	At all Times
I encourage to collaborate with peers and colleagues.	3.53	0.50	At all Times
I share experiences with others in the field.	3.49	0.54	At all Times
I use to establish clear expectations and boundaries with my students.	3.51	0.54	At all Times
I encourage self-reflection and self-assessment to identify areas for improvement.	3.54	0.58	At all Times
I address conflicts or disagreements among students fairly and constructively.	3.60	0.54	At all Times
Overall	3.545	0.538	At all Times

Legend:

3.26-4.00 *At all Times (Very High)*

2.51-3.25 *Most of the Time (High)*

1.76-2.50 *Sometimes (Low)*

1.00-1.75 *Never (Very Low)*

Table 13 determines the distribution of respondents' level of assessment of teachers' behavior considering classroom management. The data shows that the overall mean of 3.545 (SD=0.538), described as At all Times and interpreted as Very High. This implies that the teachers who are consistently rated highly may possess strong skills in teachers' behavior considering classroom management, and those rated low may need additional support or professional development to enhance their classroom management strategies. It suggests that there is diversity in how teachers perceive their ability to create a positive and productive learning environment. According to Schweder(2020), positive emotions mediate all relationships between mastery goal orientation and learning activity in self-directed learning students.

Among the assessment of teachers' behavior considering classroom management, the indicator I handle conflicts or disagreements among students in a fair and constructive manner got the highest mean of 3.60 (SD=0.54), described as At all Times. This implies that the highest mean indicates a strong performance in this aspect of classroom management, but it also highlights the importance of continued professional development and strengthens the teacher-student relationship and facilitates effective communication and collaboration.

It suggests that teachers promote a positive classroom environment, foster social-emotional skills, and maintain trust and rapport with students. Sanchez (2022) discovered a positive correlation between engagement and favorable assessments of support, fairness, and alignment with personal values. Teachers are more likely to be fully engaged in their roles when they perceive that the organizational climate values their contributions, promotes a sense of belonging, and offers opportunities for professional development.

Conversely, the indicator I share experiences with others in the field got the lowest mean of 3.49 (SD=0.54), described as At all Times interpreted as Very High. This implies that the teachers who are encouraged to share experiences with others can enrich teaching practice, promote professional growth, and ultimately benefit students and the broader school community. It suggests that sharing experiences collaboratively enables teachers to work together on common goals, projects, and initiatives. It was observed that once an employee understands his job, he is prepared to do it. For instance, Rawwas *et al.* (2018) identified work ethics as a pivotal personal attribute that speaks volumes about employees' recognition even in the absence of organizational control.

Problem 4. How do the Respondents Assess the Teacher's Attitude Considering Attitude Toward Teaching and Ethical Behavior?

Table 14: Distribution of Respondents' Level of Assessment of Teachers' Attitude considering Attitude Toward Teaching

Indicator	Mean	SD	Description
I demonstrate enthusiasm for the subject matter and teaching in general.	3.65	0.52	At all Times
I prioritize the needs and well-being of students.	3.64	0.48	At all Times
I tailor adapt instruction to accommodate the varied learning styles and abilities of students.	3.53	0.54	At all Times
I seek feedback from peers, mentors, and students to enhance teaching.	3.60	0.53	At all Times
I explore new teaching methods and technologies.	3.57	0.49	At all Times
I evaluate student progress and success and what criteria I use to determine achievement.	3.68	0.46	At all Times
Overall	3.61	0.50	At all Times

Legend:

- 3.26-4.00 *At all Times (Very High)*
- 2.51-3.25 *Most of the Time (High)*
- 1.76-2.50 *Sometimes (Low)*
- 1.00-1.75 *Never (Very Low)*

Table 14 explains the respondents' work ethics based on the teachers' attitude considering attitude toward teaching with an overall mean of 3.61 (SD = 0.50), described as At all Times. It implies that the respondent's level of work ethics based on teachers' attitude toward teaching is Very High. An employee's perception of teaching can affect their interactions with others and their personal work performance. Teachers' attitudes toward teaching can influence student engagement and achievement levels. It suggests that educators Those who are enthusiastic, passionate, and dedicated are more likely to inspire and motivate their students, fostering a positive learning environment conducive to academic success. The findings of the related study showed that when teachers feel psychologically empowered, they become loyal and committed to their organization and ready to put their best efforts into improving their organization (Abba, 2021). The indicator I evaluate student progress and success, and what criteria I use to determine achievement, obtained the highest mean of 3.68 (SD=0.46), described as At all Times. It implies a commitment to a student-centered approach to education. This approach recognizes that students have diverse learning needs and abilities and acknowledges the importance of tailoring instruction and assessment to meet individual student goals and aspirations. This ensures that student progress is

measured against clear and objective criteria, providing a reliable basis for evaluating success. By establishing clear criteria for achievement, embracing a student-centered approach, and promoting continuous improvement, educators can create learning environments that foster academic excellence, equity, and growth for all students. Moreover, the Board for Professional Teachers adopts the Code of Ethics for Professional Teachers in Article VIII, Section 1, which states that a teacher has the right and duty to determine students' academic grades and promotions in the subjects or grades they handle, ensuring that such determinations follow generally accepted evaluation and measurement procedures. In the event of a complaint, the concerned teacher shall promptly take appropriate actions and follow due process. However, the indicator, I tailor instruction to meet students' diverse learning styles and abilities, obtained the lowest mean of 3.53 (SD=0.54), described as At all Times. This implies that in tailoring instruction, differentiated teaching strategies accommodate various learning styles and abilities. It suggests that by embracing differentiated and personalized approaches to instruction, educators can empower students to reach their full potential, celebrate their unique talents and strengths, and prepare them for success in an increasingly diverse and interconnected world. This teaching effectiveness was often equated with the teacher's success in the classroom. It would also be important to learn the teacher's strengths and weaknesses to improve their effectiveness, personality, attitude, skills, and knowledge Thus, the key to success in teaching must lie in the characteristics of teachers (Miñon,2018).

Table 15: Distribution of Respondents' Level of Assessment of Teachers' Attitude Considering Ethical Behavior

Indicator	Mean	SD	Description
I convey a genuine passion for helping students learn and succeed.	3.66	0.47	At all Times
I am willing to listen and respond to student questions and concerns.	3.64	0.48	At all Times
I serve as a role model for students in terms of attitude and work ethics.	3.69	0.46	At all Times
I encourage students to see challenges and setbacks as opportunities for growth.	3.59	0.49	At all Times
I offer emotional support and guidance when students face difficulties.	3.59	0.49	At all Times
I handle and address student challenges, such as differing learning abilities or cultural background.	3.62	0.49	At all Times
Overall	3.63	0.48	At all Times

Legend:

- 3.26-4.00 *At all Times (Very High)*
- 2.51-3.25 *Most of the Time (High)*
- 1.76-2.50 *Sometimes (Low)*
- 1.00-1.75 *Never (Very Low)*

Table 15 explains the respondents' level of assessment of teachers' attitude considering work ethics with an overall mean of 3.63 (SD = 0.48), described as At all Times. It implies that the respondent's level of work ethics based on the teachers' attitude considering work ethics is Very High. Teachers' work ethics reflect their level of professionalism and commitment to their roles as educators, which influence student learning outcomes and academic achievement. It suggests that assessing these

attitudes can help identify educators who demonstrate punctuality, reliability, and accountability in their work, as well as those who exhibit a strong sense of dedication to their students' learning and well-being. Teaching effectiveness was often equated with the teacher's success in the classroom. It would also be important to learn the teacher's strengths and weaknesses to improve his or her effectiveness, personality, attitude, skills, and knowledge. These attributes are crucial for completing assigned tasks and objectives. Therefore, the key to success in teaching lies in the characteristics of the teachers (Miñon, 2018). The indicator, As a teacher, I serve as a role model for

students in terms of attitudes and work ethics, received the highest mean score of 3.69 (SD=0.46), described as At all Times. This result indicates that teachers consistently practice this indicator. This demonstrates the importance of building and maintaining healthy connections and positive relationships with colleagues, students, and others in the school community. Serving as a role model for learners in terms of attitudes towards work ethics reflects a teacher's commitment to professionalism, integrity, positive attitudes, and essential life skills. It also contributes to the overall development of learners, not only academically but also in terms of their character and values. Furthermore, Sunanda (2018) emphasized that ethics refers to the principles that define behavior as right, good, and proper.

On the other hand, the indicator, As a teacher, I offer emotional support and guidance when students face difficulties, obtained the lowest mean of 3.59 (SD=0.49) described as At all Times. This suggests that teachers have a professional and ethical duty to care for the holistic well-being of their students. Since learners have diverse learning styles and paces, this approach fosters a

more effective learning environment that accommodates different learning levels and provides support if necessary. It suggests that encouraging learners and embracing challenges can give them opportunities for growth and offer emotional support and guidance during difficulties for effective teaching and learning. This support and guidance provided by teachers lay the foundation for learners to thrive in the face of adversity and pursue their goals with confidence and determination.

The results of the lowest mean are emphasized in Republic Act 7836, which discusses the rights and duties of a teacher to the learners. The code of ethics for teachers was designed to protect the rights of the students. It is important for teachers to understand that by accepting a teaching position, they are agreeing to adhere to the code of ethics.

Problem 5. How are the Respondents Evaluating the Teacher's Performance Based on Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, As Well As Professional Growth and Development?

Table 16: Distribution of Respondents' Level of Assessment of Teachers' Performance (IPCRF) Based on Content Knowledge and Pedagogy

Indicator	Mean	SD	Description
I utilized content knowledge within and across multiple curricula in teaching areas.	4.83	0.44	Outstanding
I employed various teaching strategies that improve learner achievement in literacy and numeracy skills.	4.85	0.46	Outstanding
I utilized a variety of teaching strategies to cultivate critical and creative thinking, along with other higher-order thinking skills.	4.82	0.43	Outstanding
Overall	4.83	0.44	Outstanding

Legend:

3.26-4.00 At all Times (Very High)

2.51-3.25 Most of the Time (High)

1.76-2.50 Sometimes (Low)

1.00-1.75 Never (Very Low)

Table 16 illustrates the mean distribution of the respondents' level of assessment of teachers' performance based on content knowledge and pedagogy with an overall mean of 4.83 (SD=0.44) described as Outstanding. This data implies that teachers are delivering instruction at a level that exceeds expectations. This suggests that teachers possess a deep understanding of the subject matter and are able to effectively communicate complex concepts to learners using various pedagogical approaches. In line with existing research that highlights that the teaching is a very important profession in bringing a change in the knowledge and teachings of society. Even though teachers are found in the bottom tier of today's order of command, it is without a doubt that they are exceedingly knowledgeable individuals (Mehmood *et al.*, 2020).

Specifically, the indicator I employed various teaching strategies that improve learner achievement in literacy and numeracy skills, got the highest mean of 4.85 (SD=0.46) with a description of Outstanding. This reveals a teacher's professional practice and commitment to continuous improvement. By actively seeking out and implementing

innovative teaching strategies, the teacher demonstrates a dedication to enhancing student learning outcomes and staying current with best practices in literacy and numeracy instruction. It suggests that connecting literacy and numeracy skills to real-life situations and examples helps students understand the practical application of these concepts beyond the classroom. In terms of related studies, Bilbao (2018) is convinced that hard work and dedication have a moral value, an inherent ability, virtue or value to strengthen character and individual abilities. Social activities of this caliber are seen to enrich character through diligent effort, reflecting one's professional expertise.

Conversely, the indicator I utilized a variety of teaching strategies to cultivate critical and creative thinking, along with other higher-order thinking skills, got the lowest mean of 4.82 (SD=0.43), described as Outstanding. This indicates that the teacher has laid a strong foundation for promoting higher-order thinking skills. This implies that the teachers' performance in this aspect was still exemplary, demonstrating a high level of proficiency in fostering critical and creative thinking skills among learners. It suggests that the teacher prepares learners for success in an increasingly complex and dynamic world by employing a variety of teaching strategies; the teacher promotes higher-order thinking skills.

Table 17: Distribution of Respondents' Level of Assessment of Teachers' Performance (IPCRF) Based on Educational Atmosphere and Diversity of Learners

Indicator	Mean	SD	Description
I managed classroom structure to engage learners, either individually or in groups, in meaningful exploration.	4.50	0.45	Outstanding
I effectively managed learner behavior by employing positive and non-violent disciplinary methods to cultivate learning-focused environments.	4.55	0.55	Outstanding
I utilized differentiated, developmentally appropriate learning experiences to meet the diverse needs of learners, including considerations for gender.	4.60	0.65	Outstanding
Overall	4.55	0.55	Outstanding

Legend:

3.26-4.00 *At all Times (Very High)*

2.51-3.25 *Most of the Time (High)*

1.76-2.50 *Sometimes (Low)*

1.00-1.75 *Never (Very Low)*

Table 17 shows the distribution of the respondents' level of assessment of teachers' performance (IPCRF) based on learning environment and diversity of Learners with an overall mean score of 4.55 (SD=0.55) described as Outstanding. It indicates that the teacher has established a safe, supportive, and nurturing atmosphere conducive to learning. Learners feel comfortable taking risks, making mistakes, and expressing themselves authentically, fostering intellectual curiosity and creativity.

It suggests that the majority of respondents perceive the teacher's effectiveness in creating a positive learning environment and catering to the diverse needs of learners as exceptional. The findings imply the teacher holistic development and academic success of every learner fostering a culture of respect, collaboration, and continuous improvement. According to the Republic Act 7836, known as the Code of Ethics for Professional Teachers in Article V, Teachers must consistently embody professional loyalty, mutual trust, and faith in one another, demonstrate self-sacrifice for the common good, and engage in full cooperation with colleagues. In any dispute where the best interests of learners, the school, or the profession are at stake, teachers should stand in solidarity with one another.

Meanwhile, examining individual indicators with the highest mean score of 4.60 (SD=0.65) is associated with I utilized differentiated, developmentally appropriate learning experiences to meet the diverse needs of learners, including considerations for gender with a description of Outstanding. It indicates that the teacher is committed

to ongoing professional growth and collaboration. This suggests effectively that the teacher tailors' Adapting instructional methods to address the diverse gender-related needs of learners, fostering an inclusive learning environment where all learners feel supported and engaged. Providing socio-emotional support and creating a safe and supportive learning environment where students feel valued, respected, and empowered to express themselves regardless of gender. This aligns with the implications mentioned above as revised, the board for professional teachers hereby embraces the Code of Ethics for Professional Teachers. A teacher must ensure that conditions conducive to the maximum development of learners are sufficient and should provide necessary assistance in preventing or resolving learners' problems and difficulties.

On the contrary, the indicator with the lowest mean score of 4.50 (SD=0.45), categorized as Outstanding, relates to I managed classroom structure to engage learners, either individually or in groups, in meaningful exploration. It indicates that the teacher establishes clear expectations, routines, and procedures that support learner engagement and active participation in learning activities. This implies that while the score may be slightly lower compared to other indicators, the teacher's performance in this aspect was still highly commendable, demonstrating effective classroom management techniques that facilitate meaningful exploration for learners. The discussions further touch on the Republic Act 7836, which discusses a teacher's rights and duties to the learners. The code of ethics for teachers is formulated to safeguard the rights of all students. It is imperative that teachers comprehend that upon assuming a teaching position, they are committing to adhere to the code of ethics.

Table 18: Distribution of Respondents' Level of Assessment of Teachers' Performance (IPCRF) Based on Curriculum and Planning

Indicator	Mean	SD	Description
I planned, coordinated, and executed developmentally appropriate teaching and learning processes to align with the curriculum.	4.39	0.70	Very Satisfactory
I engaged in collaborative discussions that utilize feedback from both teachers and learners to enhance teaching practices.	4.25	0.69	Very Satisfactory
I chose, developed, structured, and utilized suitable teaching and learning resources, including ICT, to accommodate learning needs.	4.14	0.83	Very Satisfactory
Overall	4.26	0.74	Very Satisfactory

Legend:

- 3.26-4.00 *At all Times (Very High)*
- 2.51-3.25 *Most of the Time (High)*
- 1.76-2.50 *Sometimes (Low)*
- 1.00-1.75 *Never (Very Low)*

Table 18 outlines the respondents' distribution of the respondents' level of assessment of teachers' performance based on Curriculum and Planning with an overall mean of 4.26 (SD=0.74) described as Very Satisfactory. This signifies that professional collaboration allows teachers to share ideas, resources, and best practices, ultimately improving the quality of instruction and student learning outcomes.

This means teachers must collaborate with colleagues to enhance curriculum development and planning practices further. By participating in workshops, conferences, and professional learning communities can provide teachers with new insights, strategies, and resources to enhance their curriculum development and planning skills. In the Philippines, the attainment and failure of educational activities depend highly on their performance in executing the teaching and learning process, facilitating classroom management in the learning environment, participating in curriculum improvement and development, and promoting professional growth and engagement (Comighud & Arevalo, 2020).

Among the teachers' performance indicators I planned, coordinated, and executed developmentally appropriate teaching and learning processes to align with the curriculum garnered the highest mean of 4.39 (SD=0.70), described as Very Satisfactory. It suggests that the teacher excels in effectively organizing and delivering instruction in a manner that aligns with curriculum objectives and meets the developmental needs of learners. This indicates a very satisfactory performance in this crucial aspect of teaching. The finding implies the teacher proficiency in aligning teaching and learning processes with curriculum objectives. By carefully planning and sequencing instruction, the teacher ensures that learners are provided

with opportunities to achieve the intended learning outcomes outlined in the curriculum. In order to enhance the professional development of teachers, Article IV states that every teacher is expected to maintain the utmost standards of quality education, diligently prepare for their teaching career, and consistently perform at their best in their professional practice. The Code of Ethics for Professional Teachers promotes the idea that all school personnel, including teachers, should prioritize their personal and professional advancement. The Philippine Constitution places significant emphasis on enhancing teachers' competency through professional development activities.

However, the lowest mean score of 4.14 (SD=0.83) for the indicator I chose, developed, structured, and utilized suitable teaching and learning resources, including ICT, to accommodate learning needs accompanied by the description of Very Satisfactory. This implies that the teacher's efforts in selecting and utilizing teaching resources, including ICT, to support learning are still deemed very satisfactory. It suggests that the teacher may benefit from professional development opportunities focused on resource selection, development, and integration of ICT by participating workshops, training sessions, and online courses that can provide teachers with new ideas, strategies, and tools to enhance resource utilization and instructional effectiveness. As amended, the Board for Professional Teachers hereby adopts the Code of Ethics for Professional Teachers in Article IV that Every teacher is responsible for actively ensuring that teaching remains the noblest profession and should demonstrate genuine enthusiasm and pride in teaching as a noble vocation. Thus, teachers' commitment to professional development, professional roles, and responsibilities can shape their work ethics and impact them. A strong professional identity may lead to a more dedicated and ethical approach to teaching that brings their individual values to the profession and influences their ethical stance.

Table 19: Distribution of Respondents' Level of Assessment of Teachers' Performance (IPCRF) Based on Assessment and Reporting

Indicator	Mean	SD	Description
I developed, chosen, arranged, and employed diagnostic, formative, and summative assessment strategies.	3.87	0.63	Very Satisfactory
I supervised and assessed learner progress and achievement by utilizing learner attainment data.	3.93	0.66	Very Satisfactory
I promptly and clearly communicated learners' needs, progress, and achievements to key stakeholders, including parents/guardians.	3.90	0.69	Very Satisfactory
Overall	3.90	0.66	Very Satisfactory

Legend:

- 3.26-4.00 *At all Times (Very High)*
- 2.51-3.25 *Most of the Time (High)*
- 1.76-2.50 *Sometimes (Low)*
- 1.00-1.75 *Never (Very Low)*

Table 19 reveals the distribution of the respondents' level of level of assessment of teachers' performance based on assessment and reporting. The data revealed an overall mean of 3.90 (SD=0.66), described as Very Satisfactory. It

indicates that the teacher communicates student progress and performance effectively to stakeholders, including students, parents, and administrators. However, there may be opportunities to enhance the clarity, transparency, and frequency of reporting to ensure that all stakeholders are well-informed about student achievement.

This means that the assessment of Assessment and Reporting highlights opportunities for continuous improvement in teachers' work ethics. By reflecting on assessment practices, seeking feedback, and engaging in professional development, teachers can refine their skills and enhance the quality of assessment and reporting processes. As outlined in Republic Act 7836, which is commonly known as the Code of Ethics for Professional Teachers in Article IX- The Teacher and the Parents establish and maintain cordial relations with parents, Keep them informed about their children's progress and solicit their cooperation for the proper guidance of their children and hear parents' complaints with sympathy and understanding.

On the other hand, the performance indicator, I promptly and clearly communicated learners' needs, progress, and achievements to key stakeholders, including parents/guardians obtained the highest mean of score of 3.90 (SD=0.69) with a description of Very Satisfactory. This implies that effective communication reflects positively on the teacher's professionalism and commitment to ethical conduct. By promptly and clearly communicating with stakeholders, teachers demonstrate respect for their roles and responsibilities in supporting student learning and development. It suggests that by establishing effective communication channels, tailoring messages to meet stakeholders' needs, and fostering a collaborative approach, teachers can promote a supportive learning environment that maximizes student success. The implications and discussion mentioned above highlight the Republic Act 7836 known as Code of Ethics for Professional Teachers, as outlined in Article IX titled

"The Teacher and the Parents," establish and maintain friendly relations with parents, keep them informed about their children's progress, solicit their cooperation for proper guidance, and address parents' complaints with empathy and understanding.

Conversely, the indicator I developed, chosen, arranged, and employed diagnostic, formative, and summative assessment strategies obtained the lowest mean of 3.87 (SD=0.63), described as Very Satisfactory. This suggests that teachers must ensure that assessments are fair, valid, and reliable and that assessment data is used responsibly to inform instructional practices and support learner learning. It implies that designing, selecting, organizing, and using diagnostic, formative, and summative assessment strategies are integral components of teachers' work ethics. By employing comprehensive assessment practices that are aligned with learning objectives, differentiated to meet learner needs, and used ethically and responsibly. This means that teachers can promote student success and foster a culture of continuous improvement in teaching and learning. In Article VIII of Republic Act 7836, titled "The Teacher and the Learner," outlines the rights and responsibilities of teachers towards their students The code of ethics for teachers is The code is crafted to safeguard the rights of all students. It's imperative for teachers to comprehend that upon assuming a teaching position, they are committing to adhere to the code of ethics. Teachers are anticipated to treat all students equitably and refrain from exploiting their position in any manner. They must maintain a professional rapport with every student, avoiding overly informal or familiar interactions. Regrettably, there were instances of abuse within the school. Teachers must prioritize the safety of their learners and not delegate this responsibility to others. The paramount concern is to avoid misusing the authority they hold over their students, as it could lead to detrimental outcomes. They should think through the implications of what happens.

Table 20: Distribution of Respondents' Assessment Level of Teachers' Performance (IPCRF) Based on Personal Growth and Professional Development

Indicator	Mean	SD	Description
I applied a personal philosophy of teaching that is learner-centered.	3.30	0.77	Satisfactory
I establish professional development objectives aligned with the Philippine Professional Standards for Teachers.	3.80	0.68	Very Satisfactory
Overall	3.55	0.73	Very Satisfactory

Legend:

3.26-4.00 At all Times (Very High)

2.51-3.25 Most of the Time (High)

1.76-2.50 Sometimes (Low)

1.00-1.75 Never (Very Low)

Table 20 provides insights into respondents' level of assessment of teachers' performance based on growth and professional development. The overall mean score is 3.55 (SD=0.73) described as Very Satisfactory. This indicates that teachers are actively engaged in activities aimed at improving their knowledge, skills, and practices.

This implies that teachers demonstrate a willingness to engage in continuous learning and self-improvement. They seek out opportunities for continuing education to stay abreast of the latest educational trends, research findings, and best practices. Republic Act 7836 known as Code of Ethics for Professional Teachers in Article V, which addresses Teachers and the Profession in section 1, affirms that teachers must consistently embody professional loyalty, mutual trust, and confidence in each other. They are expected to demonstrate self-sacrifice for

the collective benefit and maintain complete cooperation with their colleagues. In any dispute where the welfare of students, the school, or the profession is concerned, teachers are obligated to stand united in support of one another.

Between the two indicators of personal growth and professional development, the indicator I set professional development goals based on the Philippine Professional Standards for Teachers got a higher mean of 3.80 (SD=0.68) with a description of Very Satisfactory. It suggests that teachers prioritize their personal growth and professional development in alignment with established standards. This implies a strong commitment to meeting professional benchmarks and continuously improving their practice. This means that teachers contribute to their own professional growth and the continuous improvement of teaching and learning outcomes. This aligns with the wider discussion on conducting this study on the work ethics of teachers' behavior, attitude, and performance is justified by its potential to enhance the educational experience, professional standards, and contribute to the continuous improvement of the education system. Cognitive work engagement in teachers

refers to their deep intellectual commitment to their roles, demonstrating their enthusiasm, dedication, and commitment to creating meaningful learning experiences (Van Wingerden & Poell, 2019).

On the other hand, the indicator I applied a personal philosophy of teaching that is learner-centered got the lower mean of 3.30 (SD=0.77) with a description as Satisfactory. It suggests that while the performance is satisfactory, there is room for improvement in applying a learner-centered approach to teaching. This implies that teachers may need to further integrate learner-centered principles into their instructional practices and teaching philosophy. It indicates that teachers may need to enhance their focus on adapting instruction to meet diverse student needs and promoting active engagement and ownership of learning among students. The findings relate referring to the research backing Republic Act 7836, also known as the Code of Ethics for Professional Teachers, in Article 8, Section 9, it emphasizes that educators must guarantee the presence of suitable conditions conducive to the optimal growth of learners. Additionally, they are required to offer necessary support to address and resolve any challenges or issues hindering the progress of students.

Table 21: Summary of Respondents' Level of Assessment in Key Result Areas of Individual Performance Commitment Review Form (IPCRF)

Key Result Areas	Mean	SD	Description	Interpretation
Content Knowledge and Pedagogy	4.83	0.44	Outstanding	Very High
Learning Environment & Diversity of Learners	4.55	0.55	Outstanding	Very High
Curriculum and Planning	4.26	0.74	Very Satisfactory	High
Assessment and Reporting	3.90	0.66	Very Satisfactory	High
Personal Growth and Professional Development	3.55	0.73	Very Satisfactory	High
Overall	4.22	0.62	Very Satisfactory	High

Legend:

3.26-4.00 *At all Times (Very High)*

2.51-3.25 *Most of the Time (High)*

1.76-2.50 *Sometimes (Low)*

1.00-1.75 *Never (Very Low)*

Table 21 demonstrates the teachers' key result area level of assessment in key results areas of individual performance commitment review form for teachers. Based on the data gathered, the overall mean average of the respondents' level of assessment in key area results of their IPCRF is 4.22 (SD=0.62) interpreted as Very Satisfactory. This implies that 'The Elementary school teachers' level of performance proficiency in the performance evaluation cycle for the School Year 2022-2023 is deemed highly satisfactory in terms of professionalism, ethics and self-management. Teachers who perform at a very satisfactory level are a testament to their hard work and dedication and an opportunity to further enhance areas for improvement and growth of their skills and effectiveness as educators. They also have the ability to engage with learners, colleagues, administrators, parents, and other community members in a manner that is both appropriate and respectful, fostering a conducive

learning environment that promotes success.. Moreover, they Being ethically conscious of their duty to address the learning requirements of all children, educators must acknowledge, comprehend, and exhibit an appreciation for the diverse perspectives, cultural backgrounds, values, beliefs, worldviews, and various motivations that students bring into the educational setting. Additionally, constructive feedback and support should be provided to help teachers further enhance their effectiveness in the classroom and their overall contributions to the school community. The attainment and failure of educational activities depend highly on their performance in executing the teaching and learning process, facilitating classroom management in the learning environment, participating in curriculum improvement and development, and promoting professional growth and engagement (Comighud & Arevalo).

On the other hand, the table presented the highest mean performance level of the respondents' Content Knowledge and Pedagogy was 4.83 (SD=0.44), which was described as Outstanding and interpreted as Very High. This implies that teachers are proficient in designing and

delivering lessons that are engaging, relevant, and aligned with curriculum standards. They can present complex concepts in ways that are accessible and comprehensible to students, leading to improved learning outcomes to ensure the ongoing enhancement of teaching quality and student learning experiences. Emotions cast a shadow over the lives and work of educators, influencing their experiences. According to Schweder, positive emotions play a mediating role in the relationship between mastery goal orientation and learning activities among self-directed learners.

Conversely, the data showing Personal Growth and Professional Development obtained the lowest mean of 3.55 (SD=0.73), described as Very Satisfactory and interpreted as High. It indicates that there are specific areas of teacher performance that require attention and improvement. Addressing these areas systematically

can lead to targeted interventions and support mechanisms to enhance teacher effectiveness. This implies that a teacher may require additional support and professional development opportunities to improve their performance. This could involve personalized coaching, mentoring, or access to relevant training programs aimed at addressing identified weaknesses and building upon strengths. Conducting this study on the work ethics of teachers' behavior, attitude, and performance is justified by its potential to enhance the educational experience, professional standards, and contribute to the continuous improvement of the education system. Cognitive work engagement in teachers refers to their deep intellectual commitment to their roles, demonstrating their enthusiasm, dedication, and commitment to creating meaningful learning experiences (Van Wingerden & Poell).

Table 22: Summary of the Respondents' Level of Assessment of Teachers' Behavior, Attitude and Performance

Key Result Areas	Mean	SD	Interpretation
Behavior	4.26	0.64	Very High
Attitude	4.35	0.59	Very High
Performance	4.22	0.62	Very High
Overall	4.276	0.616	Very High

Legend:

3.26-4.00 *At all Times (Very High)*

2.51-3.25 *Most of the Time (High)*

1.76-2.50 *Sometimes (Low)*

1.00-1.75 *Never (Very Low)*

Table 22 provides a summarized distribution of the variables concerning the teachers' behavior, attitude and performance. The overall mean of 4.276 (SD=0.616) with a description of Very High. This implies that the respondents who display positive attitudes and high performance often engage learners more effectively. Positive behavior, attitude, and performance contribute to a teacher's professional reputation within the school community. This helps build trust and confidence in the teacher's ability to guide and educate their children. An insight that can be drawn from this can foster an environment that supports and recognizes positive teacher behavior, attitudes, and performance that includes opportunities for professional development, acknowledging achievements, and creating a culture that values the well-being and growth of educators.

According to the study of Abbas, when teachers experience psychological empowerment, they exhibit a favorable attitude towards their profession. Consequently, the findings from the study indicate that when teachers feel psychologically empowered, they demonstrate loyalty and commitment to their organization, and are motivated to contribute their utmost to its improvement. In particular, the Attitude dimension scored the highest mean of 4.35 (SD=0.59), indicating a Very High level. This suggests that individuals possess a significantly positive assessment of attitude, whether within or outside the organization. The elevated mean score suggests a high

level of work ethics concerning teachers' attitudes toward professional development and classroom management. It underscores the potential impact of employees' attitudes on their interactions with others and their individual job performance. Employee attitude influences reactions to others, perceptions of the job, and one's perceived value to the organization. This aligned the Board for Professional Teachers hereby adopts the Code of Ethics for Professional Teachers in Article XI: The Teacher as a Person- In Section 2, it is emphasized that a teacher should prioritize self-discipline as the fundamental principle guiding personal conduct in all interactions and circumstances.

Conversely, Performance received the lowest mean score of 4.22 (SD=0.62), suggesting a Very Satisfactory rating. This indicates that the respondents' performance has been evaluated as highly satisfactory. This implies a certain level of uniformity in performance across the evaluated group. This suggests that there may be systematic factors at play, such as effective training programs, clear performance expectations, or strong leadership, that contribute to overall high performance levels. The disparity in scores might be attributed to factors discussed by (Leonard ,2019), that highlights that Professionalism constituted a fundamental aspect of the work ethic concept, delineating an individual's approach to work and behavior while on the job.

Problem 6. Is There a Significant Relationship between the Respondents' Perceived Level of Work Ethics and Their Assessment of Teachers' Behavior, Attitude and Performance?

Table 23: Test of Significant Relationship Between the Respondents’ Work Ethics and the behavior, attitude, and performance of teachers

Work Ethics	Behavior		Attitude		Performance		Overall Interpretation
	Rho	p-value	Rho	p-value	Rho	p-value	
Professional Responsibility	0.5029	0.0001** S	0.3988	0.0001** S	0.0367	0.5263 NS	0.3128 0.1755 NS
Professional Competence	0.4703	0.0001** S	0.447	0.0001** S	0.1083	0.0611 NS	0.3261 0.0204 S
Responsibility to Students	0.6565	0.0001** S	0.6915	0.0001** S	0.0926	0.1096 NS	0.4859 0.0366 S
School Community	0.6201	0.0001** S	0.6586	0.0001** S	0.0907	0.117 NS	0.4565 0.0390 S
Ethical Use of Technology	0.686	0.0001** S	0.5765	0.0001** S	0.0411	0.4779 NS	0.4345 0.1594 NS
Overall	0.70456	0.0001** S	0.5545	0.0001** S	0.07388	0.2583 NS	0.4032 0.08618 NS

Legend: Significant if $p\text{-value} < 0.05^*$ and $p\text{-value} < 0.01^{**}$

Table 23 illustrates the notable correlation between work ethics and the behavior, attitude, and performance of teachers. The statistical findings, represented by Rho values and corresponding p-values, provide meaningful understanding of the magnitude and significance of these associations. The collective p-values suggest that there is no substantial distinction in respondents’ work ethics concerning teachers’ behavior, attitude, and performance. It implies that training programs and professional development initiatives within the educational system effectively instill and reinforce consistent work ethics among teachers since work ethics of teachers play a crucial role in shaping their behavior, attitude and performance. This could be attributed to standardized training protocols, ongoing support systems, and adherence to professional standards across the teaching profession. The importance of maintaining and nurturing a culture of professionalism and ethical conduct within the teaching profession. It highlights the collective commitment of teachers to uphold high standards of integrity, responsibility, and excellence in their roles as educators. Ethics is one of the most critical problems in organizations and, especially in the management of human resources. This concept may not necessarily be in contradiction with the philosophy of work as a part of human nature and a means for self-perfection because the purpose of rational power is to change matter into goods that have objective value (Cholbi, 2022).

The data further revealed that in terms of responsibility to the professional, the analysis reveals a significant relationship between the work ethics towards teachers’ behavior and attitude. Results have shown that the rho

values of 0.5029 and 0.3988 for behavior and attitude, respectively, are statistically significant with p-values less than 0.0001. The significant relationship between responsibility to the professional and work ethics toward teachers’ behavior and attitude underscores the importance of ethical conduct and professionalism in education. By nurturing a culture of responsibility, integrity, and continuous improvement, educators can fulfill their professional obligations and positively impact student learning outcomes. While no significant difference was found, this analysis underscores the importance of ongoing professional development and support for educators to enhance their work ethics toward performance. Professional development initiatives can focus on areas such as instructional best practices, assessment strategies, student engagement techniques, and reflective teaching practices to empower educators to improve their performance and effectiveness in the classroom.

Moving to the factors of professional competence, similar positive correlations emerge. With rho values of 0.4703 and 0.447 for behavior and attitude, respectively, all associated p-values below 0.0001, the findings suggest a strong and significant connection between the work ethics and teachers’ behavior and attitude. The significant relationship between work ethics and teachers’ behavior and attitude suggests that educators who demonstrate strong work ethics are more likely to exhibit positive behavior and attitudes in their professional practice. While, no significant difference may have been found between professional competence and teachers’ performance, this finding underscores the complex interplay between

these factors and highlights the importance of fostering a supportive, collaborative, and ethical school environment. By promoting ongoing professional development and cultivating a culture of excellence, educators and educational leaders can enhance teacher performance and ultimately contribute to improved student success and well-being.

On the other hand, responsibility to students, as a component of work ethics, exhibits positive correlations with teachers' behavior and attitude. The rho values of 0.6565 and 0.6915, for behavior and attitude, respectively, along with p-values less than 0.0001, highlight the importance of fostering an optimistic responsibility to learners can enhanced teachers' work ethics. The data revealed that there is a significant relationship between responsibility to students' teachers' behavior and attitude that highlights a fundamental connection between educators' ethical commitment and their professional conduct in the classroom. It implies that educators who prioritize their responsibility to students are more likely to exhibit positive behavior and attitudes aligned with ethical standards, fostering a conducive learning environment that promotes student engagement and achievement. Moreover, the data shows that the responsibility to students revealed that there is no significant difference considering the teachers' performance. It suggests that, on average, educators' sense of responsibility to their students may not directly influence their overall performance as teachers. This finding may indicate that while educators recognize the importance of their responsibility to students, it may not significantly impact their effectiveness in the classroom as measured by traditional performance metrics.

Lastly, the ethical use of technology demonstrates correlations with teachers' behavior and attitude. The rho values of 0.686 and 0.5765 for behavior and attitude, respectively, all with p-values below 0.0001, suggest that work ethics in the ethical use of technology contribute to professional growth and enhance the overall teaching and learning experience for everyone involved in the educational process. Moreover, the interpretation of a significant relationship was observed between work ethics

and teachers' behavior and attitude, with a p-value less than 0.01. This result was significant as it highlights the disconnectedness between the work ethics and teachers' behavior and attitude with a confidence level that provides the best possible education, aligns with professional standards and fosters a sense of responsibility and dedication to their profession.

In addition, work ethics serve as a framework for the alignment of personal values with professional conduct that uphold strong work ethics and tend to manifest behaviors and attitudes that resonate with integrity, responsibility, and dedication in their teaching roles. It has fostered a sense of responsibility and dedication to their profession. It was also observed that there is no significant difference was identified between the work ethics and their assessment of teachers' performance with rho-value of 0.0411 as the p-value exceeded 0.05. Hence, work ethics significantly influenced the behavior and attitude of teachers, while performance did not contribute to the factors of work ethics. This implies the critical role of work ethics in shaping the behavior and attitude of teachers within the education system. By acknowledging and prioritizing the cultivation of strong work ethics, educators can contribute to a positive learning environment and uphold the values essential for student success and well-being. It suggests that the teachers can engage in professional development activities that encourage introspection and growth in areas related to work ethics, fostering a commitment to continuous improvement and ethical practice.

Moreover, Sunanda underscores that ethics pertains to the principles that establish behavior as genuine, virtuous, and appropriate. Such principles do not always determine a single moral action but provide a means of evaluating and deciding among competing options. Values involve ethics when they relate to beliefs about what is right and wrong.

Problem 7. Is There a Significant Difference in the Respondents' Assessment of Teachers' Behavior, Attitude, and Performance When Grouped According to Their Profile?

Table 24: Test of Significant Difference Between the Teachers' Behavior, Attitude, Performance when grouped according to Profile

	Sex		Civil Status		Educational Attainment		Length of Service		Interpretation
	F-value	p-value	F-value	p-value	F-value	p-value	F-value	p-value	
Behavior	4.56	0.0001**S	6.16	0.0001**S	14.56	0.0001**S	2.29	0.0106*S	6.8925 0.0027 S
Attitude	8.64	0.0001**S	3.56	0.0002**S	5.56	0.0001**S	2.24	0.0158*S	5.00 0.0041 S

Performance	2.01	0.0451*S	2.18	0.0291*S	2.1	0.0355*S	1.3	0.24 NS	1.8975 0.0874 NS
Overall	5.07	0.0151 S	3.966	0.0098 S	7.406	0.012 S	1.943	0.089 NS	4.5966 0.0314 S

Note: Significant if $p\text{-value} < 0.05^*$ and Not Significant if $p\text{-value} < 0.01^{**}$

Table 24 displays the outcomes of the statistical analysis examining the significant relationship between the evaluation of teachers' behavior, attitude, performance, and the profile of respondents. Overall, the findings indicate a significant difference in the respondents' assessment of behavior, attitude, and performance when categorized according to their profile. respondents' profiles. Specifically, the data revealed that the respondents' behavior, attitude and performance in all four variables have a significant relationship that implies the organization that provides equal opportunities for individuals from various demographic backgrounds can support a perception of fairness and non-discrimination within the workplace. This valuable insight offers opportunities for enhancing educational practices, promoting inclusiveness, and fostering academic success for all students. The absence of a significant relationship suggests that individuals are complex, and their behavior, attitude, and performance cannot be easily predicted based on respondents' profile factors alone, which emphasizes the importance of considering the uniqueness of each individual.

In terms of behavior, the analysis reveals a significant difference across all dimensions of respondents' profiles. The F-values of 4.56, 6.16, 14.56, and 2.29 respectively, concerning sex, civil status, educational attainment, and length of service, are significant indicators in the analysis, as the p-value was less than 0.05. This implies the compelled evidence that contributed to greater accountability and transparency in the education system to provide clear explanations and justifications for assessment outcomes, especially if disparities among demographic groups are identified. Respondents profile and the assessment of teachers' behavior also ensure fairness and equity in how teachers from different demographic backgrounds are appraised. The work ethics As a crucial personal trait, it speaks volumes about employees' acknowledgment, even in the absence of organizational oversight. Against this background, a stream of scholars has argued that work ethics may not be static but can be viewed as dynamic (Rawwas *et al.*, 2018).

Moving to the assessment of attitude, similar positive correlations emerge with the F-value of 8.64, 3.56, 5.56, and 2.24, respectively, and all associated p-values below 0.0001. The findings suggest a strong and significant connection between higher levels of teachers' attitude demographic profiles among teachers. This implies that effective interventions in adapting their strategies can

maintain positive teacher attitudes that contribute to a more inclusive learning environment for teacher well-being. According to Schweder (2020), emotions hover like a shadow over the lives and work of educators. Positive emotions serve as mediators in all relationships between mastery goal orientation and learning activity among self-directed learners.

On the contrary, there is a notable variance in the evaluation of teachers' performance when categorized according to demographic profiles such as sex, civil status, and educational attainment with F-value of 2.01, 2.18, and 2.1 respectively, as the p-value was less than 0.05. This result acknowledges the impact of educational attainment on performance to ensure they can meet performance expectations. It was also important to note that there was no significant difference between the teaching experience and the performance of teachers, with the F-value of 1.3, as the p-value was greater than 0.05. This suggest that there was no evidence to confirm a significant contribution of teaching experience to the performance of teachers. This implies that the number of years a teacher has been in the profession may not be a decisive factor in determining their effectiveness. It suggests that teachers' behavior and attitude play a role in influencing their overall performance that may have a measurable impact on how teachers perform in their roles. The respondents profile contributes to the overall evaluation of teachers' behavior, attitude, and performance.

In this age of education globalization, educators play a crucial role in building a quality nation and in contributed toward cultural transformation. In this section, research has delved into the demographic profile of teachers, such as sex, civil status, highest educational attainment and teaching experience as the moderating variables to understand how these factors shape their work ethics. Studies have investigated how the professional background of teachers can impact their commitment to ethical standards and overall performance in the classroom. A positive and supportive professional environment can enhance the good behavior, attitude, performance and overall commitment to the teaching profession. In such environments if teachers often feel supported by their colleagues it leads to increased dedication and motivation to contribute to the collective success of the school. It was a belief that diligence and commitment possess a moral significance, constituting an innate capacity, virtue, or value that enhances character

and personal abilities. Social entertainment of this value is considered to enhance character through hard work that represents to an individual's field of work (Bilbao).

Problem 8. Based on the Findings of the Study, What Professional Development Plan on Work Ethics Can be Designed?

Table 25: Matrix of Professional Development Plan

Year 1: Skill Development and Integration							
Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Outcome
Responsibility to the Professional	To acknowledge the absence of awareness, knowledge, or comprehension of the Code does not serve as a defense against a charge of unethical conduct. Revisit Teacher Professional Code of Ethics	Ensure a clear process for reporting and addressing ethical issues.	Throughout the School Year	School head, teachers, and ethics committee	N/A	N/A	Can identify and report ethical concerns early, knowing the processes and channels available for reporting.
		Conduct regular workshops, seminars, or webinars to educate employees about the ethical standards and expectations.	Beginning and End of the School Year (Twice a year)	Administrators, and teachers	MOOE	₱30,000.00	Increase awareness of employees to have a heightened awareness of the organization's Code of Conduct and ethical standards.
Year 2: Skill Development and Integration							
Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Outcome
Responsibility to the Professional		Organize or participate in peer learning groups where colleagues can share knowledge, best practices, and feedback.	Throughout the School Year	School Head and Teachers	N/A	N/A	Can aid individuals in acquiring new skills and enhancing existing ones. Received positive feedback and validation from peers can boost confidence in one's abilities and knowledge. Enhance job satisfaction by creating a sense of belonging and camaraderie. Increase job engagement and overall satisfaction with one's role.

Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Outcome
<p>Teachers' Performance (IPCRF) Based on Personal Growth and Professional Development</p>	<p>To Implement a teaching philosophy that prioritizes the learners' needs and preferences.</p>	<p>Provide workshops on incorporating technology tools and resources to enhance learner engagement and personalized learning experiences.</p>	<p>Throughout the school year</p>	<p>Administrators and School Leaders, Teachers,</p>	<p>MOOE</p>	<p>₱10,000.00</p>	<p>Enhance learner engagement and personalized learning experiences, educational institutions can empower educators and students to leverage technology effectively to support meaningful and impactful teaching and learning outcomes.</p>
		<p>Offer training sessions focused on strategies and techniques for implementing learner-centered teaching methods.</p>	<p>Throughout the school year</p>	<p>Administrators and School Leaders, Teachers, and Learners</p>	<p>MOOE</p>	<p>₱10,000.00</p>	<p>Both educators and students, fostering a culture of lifelong learning, innovation, and excellence in education.</p>
		<p>Conduct "lunch and learn" sessions where team members present on topics of expertise or interest.</p>	<p>Throughout the School Year</p>	<p>School Head and Teachers</p>	<p>N/A</p>	<p>N/A</p>	<p>Explore new ideas and think critically about how they can be applied in the workplace. Improve Communication and Collaboration for improving overall communication skills within the team.</p>
<p>Year 3: Establishing Foundations</p>							
<p>Community Engagement and Parent Involvement: Organize workshops or information sessions for parents to educate them about learner-centered approaches and involve them as partners in their children's education.</p>	<p>Throughout the school year</p>	<p>Administrators and School Leaders, Teachers, SPTA PARENTS LEARNERS</p>	<p>MOOE AND SPTA FUNDS</p>	<p>₱35,000.00</p>	<p>Can create a more supportive, inclusive, and empowering learning environment for all stakeholders involved.</p>		

CONCLUSIONS

Based on the results and discussions that have been presented, the following conclusions were made:

Teachers' work ethics have a bearing on the teachers' behavior and attitude considering professional development, classroom management, attitude toward teaching and ethical behavior. The ethical standards teachers uphold significantly influence how they behave and their overall attitude toward their profession, students, and colleagues. This responsibility extends far beyond the mere transmission of knowledge that reflects the profound impact of ethical conduct on the educational experience and underscores the profound trust and accountability inherent in the teacher-student relationship. Moreover, the organizational culture within schools plays a pivotal role in shaping teachers' work ethics and attitudes that support and collaborate in a work environment that values transparency, respect, and continuous growth and fosters a positive ethos among educators. By incorporating these into a well-structured development plan, schools can create a supportive environment that nurtures teachers' commitment to work ethics, ultimately enhancing their behavior, attitude, and overall performance for the success that leads to the recognition and acknowledgment of teachers' efforts and achievements.

RECOMMENDATIONS

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. School administrators should prioritize and encourage educators to engage in ongoing professional development opportunities to stay updated on best practices, advancements in pedagogy, and ethical standards in education. Providing access to workshops, seminars, conferences, and online courses can support educators in enhancing their skills and knowledge.

2. Teachers should engage in work ethics focused on providing opportunities for teachers to participate in leadership development programs that emphasize ethical decision-making, professional integrity, and the importance of setting a positive example for colleagues and students alike. Teachers can fulfill their responsibility to the profession, enhance their performance, and make a positive impact on student learning and well-being.

3. School administrators and teachers should implement a holistic evaluation system that covers all aspects of performance, including professional development, classroom management, attitudes toward teaching, and ethical behavior. To address any ethical concerns promptly and provide support for improvement, an assessment of ethical behavior should be integrated into the evaluation process. This may involve reviewing adherence to the school's code of conduct, professional ethics, and the ethical use of resources. It also encourages the sharing of best practices, successful strategies, and challenges faced. Lastly, the IPCRF of teachers should be ensured

to reflect the diverse responsibilities and competencies required for effective teaching, and guidance should be provided on how teachers can use the IPCRF as a tool for self-assessment and professional growth.

4. Teachers should contemplate adopting the development plan crafted as a targeted study plan on focusing work ethics regarding teachers' behavior, attitude, and performance to professional development leading to meaningful and relevant professional growth that foster heightened self-awareness and a more comprehensive grasp of the influence of work ethics.

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