



Code of Ethics Literacy of Public School Teachers

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ABSTRACT

The study determined the relationship between awareness and practices of the code of ethics and the teaching performance of secondary school teachers in public high schools in San Rafael, Bulacan during the School Year 2022–2023. With explanatory sequential mixed methods as research design and 297 junior and senior high school teachers with their respective heads as respondents of the study, findings showed that majority of the teachers belonged to the middle-aged category, female, holding Teacher III position, have been in the service for 8 to 14 years, have major of specialization of Math, Science and English, and currently teaching in junior high school. The junior and senior high school teachers stated that they are fully aware of the Code of Ethics for Professional Teachers. Additionally, the high school teachers and their respective school heads asserted that they fully practiced the Code of Ethics for Professional Teachers. The findings of the study indicated that the teachers' level of awareness and practices of the code of ethics for professional teachers when they are grouped according to their demographic profile are the same. Junior high school teacher had a greater level of their awareness as regards the Code of Ethics for Professional Teachers in terms of the teacher and the state, the teacher and the teaching community, the teachers and learners, the teachers and parents, and the teacher as a person. The assessments of the teachers and their respective school heads regarding the practices of the Code of Ethics for Professional Teachers are the same. The teachers' practices of the Code of Ethics for Professional Teachers in terms of the teacher as a person is significantly higher than the level of their awareness. The higher level of awareness and practices of the Code of Ethics for Professional Teachers resulted to higher teaching performance.

Introduction

Legal literacy is commonly understood to mean basic knowledge of the law. It is essential because it can be used as a tool by vulnerable groups to understand and evaluate the law, and get their rights enforced by acting. People who are aware of their rights can report abuses if necessary. Mahima and Suryansh Yadav, 2020. It provides a framework for us future educators to follow as we exercise our rights in relation to students, parents, teaching staff, and other staff members. These legal foundations also support the boundaries of our profession so that we don't abuse our power in the classroom.

Another preliminary point teachers should consider is that the law not only limits and regulates your actions as a teacher, but also protects and empowers you as a teacher (Stader et al., 2010). In a public-school setting, teachers are still entitled to their constitutional rights. Pedagogical practice and law go with one another. Teachers and administrators in schools are required to carry out their duties within an approved legal framework established by the state. As state officials, classroom teachers are required to have a basic knowledge of education law.

Educators recognize the importance of integrating literacy skills into their daily work in relation to the Code of Ethics. R.A., Article 11. No. 7836 otherwise known as Philippines Professionalization Act of 1994 and Paragraph (a) section 6. P.D No. 223, under the Legal Aspects of Education, was created and stated as one of the relevant laws on Philippine Education. A code of ethics is a collection of guidelines and standards that both individuals and organizations use to guide their decision-making and to discriminate between good and wrong. Being a measure that strengthens control and oversight of the teaching profession, establishes a teacher licensure exam.

Order 42, Series 2017 of the Department of Education: The Philippine Professional Standards for Teachers' Adoption and Implementation, it is stipulated that based on the premise of lifelong learning, DepEd acknowledges the significance of professional standards in the continued professional growth and improvement of teachers. It also mentions how the organization is committed to supporting teachers and recognizes the unambiguous evidence that effective teachers are essential for improving student achievement. Further, it explains how quality instruction is necessary for quality learning and believes that therefore boosting teacher quality is crucial for the long-term and sustainable development of a nation.

There is basis for the teaching profession in the Philippines. The Philippine Professional Standards for Teachers, based on NCBTS, have been added to initiatives to enhance the caliber of teachers, starting with professional development. The professional standards become a public declaration of professional accountability that can assist instructors in reflecting on and assessing their own practices as they strive for personal and professional development.

In the realm of education, perspectives on professionalism and conduct according to the standards of ethics viewpoints are prevalent. Research examining how various cultures tackle ethical issues, as well as studies comparing how various nations approach issues such as human rights in education (Banks, 2015).

For instance, Ryan (2016) shed light on the ethical principles that may be gained from a country's culture, yet similar research which centered on universal ethical principles has been undertaken in the past. In addition, as an ethical endeavor, education is influenced by philosophical ethics and normative individualism. Because of the influence of politics, economics, administration, and experience on classroom practice, a solid basis in normative professional ethical principles is necessary. These rules give a framework for making and carrying out key decisions, thereby discouraging unfettered self-interest (Probuska 2016).

Beliefs and moral obligation to actions, correctness, and respect for the rights of others, reliability, honesty, integrity, fairness, self-control, etc. are examples of personal ethics principles that describe the moral attributes and what a teacher should expect (Bullock, 2018). Educators can benefit from a stronger awareness of personal ethics by better examining their own moral behavior and acts and by developing their own set of norms for professional conduct in the classroom as in teacher-student, teacher-teacher.

Educators' codes of ethics are written documents developed by organizations representing educators with the intention of directing members, safeguarding students, and defending the integrity of the teaching community. Codes of ethics comprise the ethical norms associated with organizations and are often produced based on a partnership between practitioners and scholars (Shapiro & Stefkovich, 2016).

A teachers' code of ethics is intended to establish the moral guidelines for appropriate behavior in the classroom (Schwimmer & Maxwell, 2017). In this way, codes can protect teachers from misconduct and thus increase public confidence in the teaching profession.

It is critical that educators are aware of ethical rules and professional standards if they are to play a role in the professionals' decision-making. Although the standards for professional practice have been in place for nearly 40 years, studies show that many professionals still know little to nothing about them. Malone (2021) discovered that around 50% of the special education teachers and administrators they surveyed knew little to nothing about the Code of Ethics and Standards for Professional Practice.

According to research, educators encounter ethical quandaries for a variety of reasons, and professional ethics are a crucial component of all aspects of providing education services. Due to the inherent difficulties that result from their dual roles as advocates for their children and employees of the districts or organizations for which they serve, special educators regularly find themselves in difficult situations. When deciding what is best for students, education teachers must frequently strike a compromise between professional and personal ethical standards. This might add to the stress in the classroom (Decker et al., 2021). Those who work in education administration must strike a balance between catering to the needs of an individual student and catering to the broader needs of the student body. Finally, early intervention specialists deal with reconciling their personal goals with those of the family, collaborating with other professionals, and adhering to policies and procedures that are diametrically opposed to what is best for children and families (Able et al., 2017).

These results might lead one to conclude that professionals place little value on adhering to ethical standards and codes. Several studies, however, show that those who work in special education recognize the significance of ethical norms in their work (Decker et al., 2021). Among 35 leadership competencies identified by school-based special education administrators and special education directors in Virginia, Thompson (2017) found that the capacity to articulate and exhibit a high standard of ethical conduct obtained the highest mean score. Woolf (2015) found that school administrators and teachers placed a greater emphasis on ethics than did teacher educators. This raises concerns about the extent to which teacher education programs are preparing special educators to handle the ethical challenges of their careers.

Ethical issues in professional practice have become challenging nowadays. These include problems like physical abuse, emotional abuse, punctuality, dressing habit, and other unethical practices.

Based on the issues, the researcher assessed and evaluated the level of awareness and practices of the code of ethics and the teaching performance of the public secondary school teachers.

Materials and Methods

Research Design

Mixed-methods sequential explanatory methodology was used in this study to determine the relationship between awareness and practices of the code of ethics and the teaching performance of teachers in public high schools in San Rafael, Bulacan.

Both quantitative and qualitative data were utilized. During the qualitative phase, participants are usually chosen, and questions are made based on the quantitative results. This method uses qualitative data to explain early quantitative results. Because of this, it is important to link the collection of quantitative and qualitative data. The process of getting data is split into two parts: quantitative sampling and qualitative sampling. It could be based on important connections between things, small discoveries, or even demographics. With the help of demographic data, the researcher may find that different socioeconomic groups react to dependent variables in different ways. So, collecting qualitative data can be used to sort respondents into groups before the quantitative phase.

Sampling Method

A pooled sample or population of people was used for the study. The whole population is a targeted sampling technique that selects the entire population (i.e., the entire population) based on a specific set of characteristics (e.g., specific attributes/characteristics, experience, knowledge, skills, exposure to the event, etc.). This is more practical when the total population is a manageable size, such as a well-defined subset of a larger population. In the study, all teachers in junior and senior high schools teaching in public secondary schools in San Rafael, Bulacan were considered and requested to participate in the quantitative data collection. It can be seen from the table that a total of 297 teachers compose the respondents of this research.

Respondents

Table 1. *Distribution of Respondents of the Study*

School	Junior High School	Senior High School	Total
Carlos F. Gonzales HS	86	34	120
Lydia D. Villangca Trade Sch.	27	7	34
San Rafael National Trade Sch.	57	19	76
Salapungan National HS	27	8	35
Maronquillo National HS	26	6	32
Total	223	74	297

Instruments

After all quantitative data were collected, they were sorted, counted, tabulated, and analyzed with statistical tools.

Descriptive statistics such as range, mean and standard deviation were calculated to describe the demographic profile and their teaching performance.

A weighted average was calculated for the purpose of describing teachers' familiarity with and putting into practice the teachers' code of conduct.

T-test and F-test analyses were conducted to determine if there are significant differences between and among the teachers' knowledge and practice of the teachers' code of ethics when they are grouped according to their demographic profile.

Research Ethics Consideration

The researcher requested permission from the Superintendent of the Schools Division of Bulacan to conduct the study in the San Rafael District in San Rafael, Bulacan. Upon receipt to conduct the study, the researcher coordinated with the principals of the different school respondents for the schedule of quantitative and qualitative data collection which was done face-to-face.

Data Analysis

To see if there were any significant differences between the junior and senior high school teachers' ratings of their knowledge of the professional teachers' code of ethics,

a T-test for independent samples was used. Additionally, this was used to determine if significant differences existed between the assessments of the high school teachers and their immediate heads about the level of practices of the code of ethics for professional teachers.

A correlation analysis was performed to determine whether there was a significant relationship between teachers' level of awareness and the level of teachers' application of the code of ethics and their teaching performance.

Content analysis was used to interpret qualitative data collected from semi-structured interviews with respondents. Content analysis allows researchers to quantify and analyze the presence, meaning, and relationships of specific words, topics, or concepts.

Results and Discussion

This chapter deals with the presentation, analysis, and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of describing the relationship between awareness and practices of the code of ethics and the teaching performance of secondary school teachers in public secondary schools.

The Demographic Profile of the Public Secondary School Teachers

Age

Table 2. *The Demographic Profile of the Public Secondary School Teachers in terms of Age*

Age	f	Percentage
59 – 67	6	2.02
50 – 58	33	11.11
41 – 49	86	28.96
32 – 40	105	35.35
23 – 31	67	22.56
Range	23 – 63	
Mean	39.23	
Standard Deviation	9.02	

The greatest number of respondents are aged 32-40 which is a total of 105 occurrences and 35.35% of the total population. The least number of respondents are aged 59-67 which is only 6 occurrences or 2.02% of the total population. The mean of the table is 39.23 with a standard deviation of 9.02.

Sex

Table 3. *The Demographic Profile of the Public Secondary School Teachers in terms of Sex*

Sex	f	Percentage
Male	69	23.23
Female	228	76.77
Total	297	100.00

There are more female respondents which are 228 or 76.77% of the total population than male respondents that is only 69 or 23.23% of the population. The total number of respondents is 297.

Teaching Position

Table 4. *The Demographic Profile of the Public Secondary School Teachers in terms of Teaching Position*

Teaching Position	f	Percentage
Master Teacher II	4	1.35
Master Teacher I	10	3.37
Special Science Teacher	4	1.35
Teacher III	119	40.07
Teacher II	62	20.88
Teacher I	98	33.00
Total	297	100.00

The greatest number of respondents is ranked as Teacher III which is 119 occurrences of 40.07% of the sample population. Meanwhile, the least number of respondents ranked as Master Teacher II and Special Science Teacher which is both 4 occurrences and 1.35% of the total population.

Number of Years in Teaching

Table 5. *The Demographic Profile of the Public Secondary School Teachers in terms of Number of Years in Teaching*

Number of Years in Teaching	f	Percentage
29 – 35	13	4.38
22 – 28	11	3.70
15 – 21	42	14.14
8 – 14	122	41.08
1 – 7	109	36.70
Total	297	100.00
Range	1 – 35	
Mean	10.69	
Standard Deviation	6.97	

The greatest number of respondents are teaching to 8-14 years or 41.08% of the sample population. Meanwhile, the least number of respondents are teaching for 22-28 years which is only 11 occurrences of 3.70% of the sample population. The mean of the table is 10.69 with a standard deviation of 6.97.

The results imply that more of the teacher respondents are almost new to teaching services. There are fewer teachers who have been in the teaching service for a longer time but some of them have retired. The respondents who are teaching at around 8-14 years are the teachers in the new generation.

Area of Specialization

Table 6. *The Demographic Profile of the Public Secondary School Teachers in terms of Area of Specialization*

Junior High School Teacher		
Area of Specialization	f	Percentage
Filipino	17	7.62
Math	28	12.56
Science	42	18.83
English	40	17.94
ESP	10	4.48
Araling Panlipunan	28	12.56
MAPEH	26	11.66
TLE	24	10.76
HE	8	3.59
Total	223	100.00
Senior High School Teacher		
Area of Specialization	f	Percentage
Filipino	2	2.70
Math	8	10.81
Science	28	37.84
English	13	17.57
MAPEH	6	8.11
Social Science	5	6.76
TVL	7	9.46
ABM	5	6.76
Total	74	100.00

Among junior high school teachers, the area of specialization with the greatest number of respondents is Science which has a total of 42 occurrences or 18.83% of the sample population. On the other hand, HE has the least number of respondents with only 8 occurrences or 2.69% of the sample population. Meanwhile, among senior high school teachers, the area of specialization with the greatest number of respondents is Science with a total of 28 occurrences or 37.84 % of the sample population, however, the area of specialization with the least number of respondents is Filipino with only 2 occurrences or 2.70% of the sample population.

This means that more teachers are specialized in science than in any other subject. Home Economics has the lowest score because very few had majors in the past. The same is true of senior high school teachers. This only shows that most teachers have specialization in science and few of them had a major in Filipino.

The Teachers' Level of Awareness and Practices of the Code of Ethics for Professional Teachers

The Teacher and the State

Regarding the awareness of the code of ethics of the junior high school teachers, item statement 1 got the highest weighted mean of 4.84 with a verbal description of "Fully Aware". Statement 8 received the lowest weighted mean of 4.74 with the same verbal description. For the ethics of senior high school teachers, the highest weighted mean of 4.72 and the lowest mean of 4.45 both received a verbal description of "Fully Aware".

For the assessment of school practices regarding professional teachers' code of ethics as regarded by all teacher respondents, the item statement 6 has the highest weighted mean of 4.77 and the lowest has 4.71, both with a verbal description of "Always Practiced". However, the assessment of school practices by the school heads, item statement 1 received the highest weighted mean of 4.78 and the lowest is item 7 with the lowest weighted mean of 4.68. Both received a verbal description of "Always Practiced".

The results imply that as regards the awareness, junior high school teachers uphold that teachers have a duty to pass on cultural and educational heritage, improve morality, promote national pride, instill loyalty to the constitution, and teach respect for the laws; whereas the senior high school teachers are certain that every educator has the right and responsibility to vote and to fully participate in our democratic system.

As regards the practices, all teachers acknowledge that they are given the freedom to exercise their right to vote as citizens of the country; while for the school heads, they have given utmost importance to the commitment of the school to nurture young individuals for the future of the country.

During the interview, teachers were asked if they are allowed to express political views in class, nearly all the respondents responded that it is just fine to express political beliefs in class however, there is a limit to what teachers can say. Specifically, they have mentioned that there is no written rule that

explicitly states that teachers cannot express their own views, but it depends on the context and even the situation for doing is so deemed appropriate. Teachers should be careful doing it.

Table 7. *The Teachers' Level of Awareness and Practices of the Code of Ethics for Professional Teachers in terms of "The Teacher and the State"*

Item Statement	Awareness		Practices	
	A	B	C	D
1. The schools are the nurseries of the future citizens of the state; each teacher is a trustee of the cultural and educational heritage of the nation and is under obligation to transmit to learners such heritage as well as to elevate national morality, promote national pride, cultivate love of country, instill allegiance to the constitution and for all duly constituted authorities, and promote obedience to the laws of the state.	4.84	4.65	4.76	4.78
2. Every teacher or school official shall actively help carry out the declared policies of the state and shall take an oath to this effect.	4.80	4.62	4.75	4.75
3. In the interest of the State and of the Filipino people as much as of his own, every teacher shall be physically, mentally, and morally fit.	4.81	4.55	4.71	4.70
4. Every teacher shall possess and actualize a full commitment and devotion to duty.	4.81	4.58	4.73	4.75
5. A teacher shall not engage in the promotion of any political, religious, or other partisan interest, and shall not, directly, or indirectly, solicit, require, collect, or receive any money or service or other valuable material from any person or entity for such purposes.	4.83	4.45	4.74	4.71
6. Every teacher shall vote and shall exercise all other constitutional rights and responsibility.	4.81	4.72	4.77	4.72
7. A teacher shall not use his position or official authority or influence to coerce any other person to follow any political course of action.	4.82	4.45	4.73	4.68
8. Every teacher shall enjoy academic freedom and shall have privilege of expounding the product of his research and investigations; provided that, if the results are inimical to the declared policies of the State, they shall be brought to the proper authorities for appropriate remedial action.	4.74	4.64	4.76	4.76
Overall Mean	4.81 (FA)	4.58 (FA)	4.74 (AP)	4.73 (AP)

Legend: A – Junior HS Teachers	B – Senior HS Teachers	C – All Teachers	D – Immediate Heads
Scale	Verbal Description	Scale	Verbal Description
4.21 – 5.00	Fully Aware (FA)	4.21 – 5.00	Always Practice (AP)
3.41 – 4.20	Aware (A)	3.41 – 4.20	Frequently Practice (PP)
2.61 – 3.40	Moderately Aware (MA)	2.61 – 3.40	Sometimes Practice (S)
1.81 – 2.60	Slightly Aware (SA)	1.81 – 2.60	Seldomly Practice (SP)
1.00 – 1.80	Not Aware (NA)	1.00 – 1.80	Never Practice (NP)

The Teacher and the Community

The awareness of the code of ethics of the junior high school teachers, item statement 1 got the highest weighted mean of 4.81 with a verbal description of "Fully Aware". Statement 6 received the lowest weighted mean of 4.66 with the same verbal description. For the ethics of senior high school teachers, the highest weighted mean of 4.80 and the lowest mean of 4.64 with a verbal description of "Fully Aware".

For the assessment of school practices regarding professional teachers' code of ethics as regarded by all teacher respondents, item statement 3 got the highest weighted mean of 4.78 and the lowest has 4.65, both with a verbal description of "Always Practiced". However, the assessment of practices regarding the professional teachers' code of ethics as regarded by the school heads, item statement 8 received the highest weighted mean of 4.78 and the lowest is item 6 with the lowest weighted mean of 4.67 with a verbal description of "Always Practiced".

The results imply that as regards the awareness, the junior high school teachers understand that teachers are facilitators of learning and development and must provide an environment conducive to such growth; whereas the senior high school teachers know that teachers must behave with honor and dignity, and refrain from illicit activities such as gambling, smoking, and drunkenness.

As regards the practices, all teachers exercise always maintaining a high standard of personal integrity, never gamble, smoke, drink, or engage in sexually inappropriate behavior; while the school heads, exercise their freedom to go to church and pray as he or she sees fit, but they cannot use their position and authority to attempt to convert others.

During the interview, teachers were asked about their awareness of gambling addiction and the implication of gambling to education, majority of the respondents claimed that they were aware of the problem and that this could hinder success in their chosen fields. The respondents further reiterated that teachers should not be involved in gambling addiction and must serve as role model to their students.

Table 8. *The Teachers' Level of Awareness and Practices of the Code of Ethics for Professional Teachers in terms of "The Teacher and the Community"*

Item Statement	Awareness		Practices	
	A	B	C	D
1. A teacher is a facilitator of learning and of the development of the youth; he shall, therefore, render the best service by providing an environment conducive to such learning and growth.	4.81	4.73	4.77	4.75
2. Every teacher shall provide leadership and initiative to actively participate in community movements for moral, social, educational, economic, and civic betterment.	4.77	4.72	4.72	4.72
3. Every teacher shall merit reasonable social recognition for which purpose he shall behave with honor and dignity at all times and refrain from such activities as gambling, smoking, drunkenness, and other excesses, much less illicit relations.	4.75	4.80	4.78	4.75
4. Every teacher shall live for and with the community and shall, therefore, study and understand local customs and traditions in order to have sympathetic attitude, therefore, refrain from disparaging the community.	4.71	4.68	4.69	4.70
5. Every teacher shall help the school keep the people in the community informed about the school's work and accomplishments as well as its needs and problems.	4.73	4.74	4.70	4.71
6. Every teacher is intellectual leader in the community, especially in the barangay, and shall welcome the opportunity to provide such leadership when needed, to extend counseling services, as appropriate, and to actively be involved in matters affecting the welfare of the people.	4.66	4.64	4.65	4.67
7. Every teacher shall maintain harmonious and pleasant personal and official relations with other professionals, with government officials, and with the people, individually or collectively	4.76	4.74	4.75	4.73
8. A teacher possess freedom to attend church and worships as appropriate but shall not use his positions and influence to proselyte others.	4.79	4.77	4.77	4.78
Overall Mean	4.75 (FA)	4.73 (FA)	4.73 (AP)	4.73 (AP)

Legend:	A – Junior HS Teachers	B – Senior HS Teacher	C – All Teachers	D – Immediate Heads
	Scale	Verbal Description	Scale	Verbal Description
	4.21 – 5.00	Fully Aware (FA)	4.21 – 5.00	Always Practice (AP)
	3.41 – 4.20	Aware (A)	3.41 – 4.20	Frequently Practice (PP)
	2.61 – 3.40	Moderately Aware (MA)	2.61 – 3.40	Sometimes Practice (S)
	1.81 – 2.60	Slightly Aware (SA)	1.81 – 2.60	Seldomly Practice (SP)
	1.00 – 1.80	Not Aware (NA)	1.00 – 1.80	Never Practice (NP)

The Teacher and the Profession

The awareness of the code of ethics of junior high school teachers, item statement 1 got the highest weighted mean of 4.84 with a verbal description of "Fully Aware". Statement 4 received the lowest weighted mean of 4.70 with the same verbal description. For the ethics of the senior high school teachers, the highest weighted mean of 4.76 and the lowest weighted mean of 4.66 both receive a verbal description of "Fully Aware".

For the assessment of school practices regarding the professional teachers' code of ethics as regarded by all teacher respondents, the item statement 1 has the highest weighted mean of 4.77 and the lowest has 4.65 both with a verbal description of "Always Practiced". However, for the assessment of school practices regarding the professional teachers' code of ethics as regarded by the school heads, the item statement 1 received the highest weighted mean of 4.76 and the lowest weighted mean of 4.68 with a verbal description of "Always Practiced".

The results of teachers' awareness of the code of ethics, it is noticeable that there is a difference in views between junior and senior high school teachers. The item statement that got the highest weighted mean from junior high school teachers is the lowest weighted mean for senior high school teachers. Meanwhile, the item states that obtained the lowest weighted mean from junior high school teachers is the greatest weighted mean for senior high school teachers. They may have different concepts, views, and principles from the item statement that has been asked in the survey. These results imply that as regards the awareness, the junior high school teachers remark that every educator must work to elevate teaching to the status of a noble profession, treating

their job with the respect it deserves, and showing their students that they believe in the value of what they do; whereas the senior high school teachers recognized that every educator should treat their vocation with the respect it deserved as a means to a comfortable life.

As regards the practices, all teachers and school heads assert that teachers demonstrate true enthusiasm and pleasure in teaching as a noble calling by working to guarantee that teaching is the most honorable profession and by actively upholding this ideal.

During the interview, teachers were asked how the code of ethics influences the personal life of a teacher. Most of the respondents stated that the code of ethics helps teachers to improve the quality of education and be a good example to the community as well it makes the teachers dignified for earning a decent living.

Table 9. *The Teachers' Level of Awareness and Practices of the Code of Ethics for Professional Teachers in terms of "The Teacher and the Profession"*

Item Statement	Awareness		Practices	
	A	B	C	D
1. Every teacher shall actively ensure that teaching is the noblest profession and shall manifest genuine enthusiasm and pride in teaching as a noble calling.	4.84	4.68	4.77	4.76
2. Every teacher shall uphold the highest possible standards of quality education, shall make the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession.	4.80	4.72	4.74	4.71
3. Every teacher shall participate in the Continuing Professional Education (CPE) program of the Professional Regulation Commission and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.	4.74	4.66	4.65	4.68
4. Every teacher shall help, if duly authorized, to seek support from the school, but shall not make improper misrepresentations through personal advertisements and other questionable means.	4.70	4.68	4.68	4.69
5. Every teacher shall use the teaching profession in a manner that makes it dignified means for earning a decent living.	4.74	4.76	4.71	4.69
Overall Mean	4.76 (FA)	4.70 (FA)	4.71 (AP)	4.71 (AP)

Legend: A – Junior HS Teachers	B – Senior HS Teacher	C – All Teachers	D – Immediate Heads
Scale	Verbal Description	Scale	Verbal Description
4.21 – 5.00	Fully Aware (FA)	4.21 – 5.00	Always Practice (AP)
3.41 – 4.20	Aware (A)	3.41 – 4.20	Frequently Practice (PP)
2.61 – 3.40	Moderately Aware (MA)	2.61 – 3.40	Sometimes Practice (S)
1.81 – 2.60	Slightly Aware (SA)	1.81 – 2.60	Seldomly Practice (SP)
1.00 – 1.80	Not Aware (NA)	1.00 – 1.80	Never Practice (NP)

The Teacher and the Teaching Community

Regarding the awareness of the professional teachers' code of ethics, item statement 1 "got the highest weighted mean of 4.78 with a verbal description of "Fully Aware" from the junior high school teachers and 4.76 with the same verbal description from the teachers at senior high school. On the other hand, item statement 6 received the lowest weighted mean of 4.63 from the junior high school teachers and 4.51 from the teachers at senior high school. Both received a verbal description of "Fully Aware".

For the assessment of school practices regarding the professional teachers' code of ethics, the item statement 1 received the highest weighted mean of 4.76 with a verbal description of "Always Practiced" from all teachers and 4.74 from the school heads. Meanwhile, the item statement 6 gained the lowest weighted mean of 4.60 from all teachers and 4.62 from the school heads with a verbal description of "Always Practiced".

The results imply that as regards the awareness, the junior high school and senior high school teachers apprehend that they must always maintain a sense of professional loyalty, mutual trust and faith in one another, self-sacrifice for the benefit of the group, and complete cooperation with coworkers. When the best interests of students, the institution, or the job are at stake, teachers should support one another.

As regards the practices, all teachers and school heads ensured that teachers have a strong sense of professional commitment, trust, and faith in one another, are willing to sacrifice for the greater good, and work together always by supporting one another for the benefit of the community.

Table 10. *The Teachers' Level of Awareness and Practices of the Code of Ethics for Professional Teachers in terms of "The Teacher and the Teaching Community"*

Item Statement	Awareness		Practices	
	A	B	C	D
1. Teachers shall, at all times, be imbued with the spirit of professional loyalty, mutual confidence, and faith in one another, self-sacrifice for the common good, and full cooperation with colleagues. When the best interest of the learners, the school, or the profession is at stake in any controversy, teachers shall support one another.	4.78	4.76	4.76	4.74
2. A teacher is not entitled to claim credit or work not of his own and shall give due credit for the work of others which he may use.	4.70	4.58	4.67	4.66
3. Before leaving his position, a teacher shall organize for whoever assumes the position such records and other data as are necessary to carry on the work.	4.70	4.59	4.70	4.68
4. A teacher shall hold inviolate all confidential information concerning associates and the school and shall not divulge to anyone documents which has not been officially released or remove records from files without permission.	4.68	4.54	4.64	4.63
5. It shall be the responsibility of every teacher to seek corrections for what may appear to be unprofessional and unethical conduct of any associate. However, this may be done only if there is incontrovertible evidence for such conduct.	4.71	4.59	4.68	4.67
6. A teacher may submit to the proper authorities any justifiable criticism against an associate, preferably in writing, without violating the right of the individual concerned.	4.63	4.51	4.60	4.62
7. A teacher may apply for a vacant position for which he is qualified; provided that he respects the system of selection on the basis of merit and competence; provided, further, that all qualified candidates are given the opportunity to be considered.	4.76	4.57	4.69	4.65
Overall Mean	4.71 (FA)	4.59 (FA)	4.68 (AP)	4.66 (AP)

Legend: A – Junior HS Teachers	B – Senior HS Teacher	C – All Teachers	D – Immediate Heads
Scale	Verbal Description	Scale	Verbal Description
4.21 – 5.00	Fully Aware (FA)	4.21 – 5.00	Always Practice (AP)
3.41 – 4.20	Aware (A)	3.41 – 4.20	Frequently Practice (PP)
2.61 – 3.40	Moderately Aware (MA)	2.61 – 3.40	Sometimes Practice (S)
1.81 – 2.60	Slightly Aware (SA)	1.81 – 2.60	Seldomly Practice (SP)
1.00 – 1.80	Not Aware (NA)	1.00 – 1.80	Never Practice (NP)

The Teacher and Higher Authorities in the Philippines

Regarding the awareness of professional teachers' code of ethics, item statement 1 got the highest weighted mean of 4.81 with a verbal description of "Fully Aware" from the teachers at junior high school and 4.72 with the same verbal description from the teachers at senior high school. As opposed to that, item statement 4 received the lowest weighted mean of 4.63 from the junior high school teachers and 4.58 from the senior high school teachers both receive a verbal description of "Fully Aware".

For the assessment of school practices regarding the professional teachers' code of ethics, item statement 1 received the highest weighted mean of 4.77 with a verbal description of "Always Practiced" from all teachers and 4.78 from the school heads with the same verbal description. Meanwhile, item statement 3 gained the lowest weighted mean of 4.69 from all teachers and item statement 6 got the lowest weighted mean of 4.67 from the school heads with the same verbal description of "Always Practiced".

The results imply that as regards the awareness, junior high school and senior high school teachers are aware that it is the responsibility of every teacher, regardless of how they feel or what they believe, to make an honest effort to comprehend and support the legal policies of the school and its administration.

As regards the practices, all teachers and school heads shadow an ethical obligation to learn and adhere to the lawful policies of the school and administration, regardless of how they personally feel about such policies.

During the interview, teachers were asked about how will the code of ethics affect your promotion as a teacher? Majority of the respondents replied with the knowledge that the code of ethics serves as a guide and becomes a rule if a teacher is worthy of his position or by taking Continuing Professional Development also known as (CPD), for promotion.

Table 11. *The Teachers' Level of Awareness and Practices of the Code of Ethics for Professional Teachers in terms of "The Teacher and Higher Authorities in the Philippines"*

Item Statement	Awareness		Practices	
	A	B	C	D
1. Every teacher shall make it his duty to make an honest effort to understand and support the legitimate policies of the school and the administration regardless of personal feeling or private opinion and shall faithfully carry them out.	4.81	4.72	4.77	4.78
2. A teacher shall not make any false accusations or charges against superiors, especially under anonymity. However, if there are valid charges, he should present such under oath to competent authority.	4.70	4.64	4.73	4.71
3. A teacher shall transact all official business through channels except when special conditions warrant a different procedure, such as when special conditions are advocated but are opposed by immediate superiors, in which case, the teacher shall appeal directly to the appropriate higher authority.	4.69	4.69	4.69	4.72
4. Every teacher, individually or as part of a group, has a right to seek redress against injustice to the administration and to extent possible, shall raise grievances within acceptable democratic possesses. In doing so, they shall avoid jeopardizing the interest and the welfare of learners whose right to learn must be respected.	4.63	4.58	4.71	4.68
5. Every teacher has a right to invoke the principle that appointments, promotions, and transfer of teachers are made only on the basis of merit and needed in the interest of the service.	4.65	4.69	4.74	4.71
6. A teacher who accepts a position assumes a contractual obligation to live up to his contract, assuming full knowledge of employment terms and conditions.	4.65	4.60	4.71	4.67
Overall Mean	4.69 (FA)	4.65 (FA)	4.73 (AP)	4.71 (AP)

Legend:	A – Junior HS Teachers	B – Senior HS Teacher	C – All Teachers	D – Immediate Heads
	Scale	Verbal Description	Scale	Verbal Description
	4.21 – 5.00	Fully Aware (FA)	4.21 – 5.00	Always Practice (AP)
	3.41 – 4.20	Aware (A)	3.41 – 4.20	Frequently Practice (PP)
	2.61 – 3.40	Moderately Aware (MA)	2.61 – 3.40	Sometimes Practice (S)
	1.81 – 2.60	Slightly Aware (SA)	1.81 – 2.60	Seldomly Practice (SP)
	1.00 – 1.80	Not Aware (NA)	1.00 – 1.80	Never Practice (NP)

School Officials, Teachers, and Other Personnel

With regards to the awareness of the professional teachers' code of ethics for junior high school teachers, item statement 1 got the highest weighted mean of 4.81 with a verbal description of "Fully Aware" while item statement 4 received the lowest weighted mean of 4.69 with the same verbal description. However, for the ethics of senior high school teachers, item statement 2 obtained the highest weighted mean of 4.73 and the lowest weighted mean of 4.50 with a verbal description of "Fully Aware".

For the assessment of school practices regarding the professional teachers' code of ethics as regarded by all teacher respondents, item statement 5 received the highest weighted mean of 4.80 with a verbal description of "Always Practiced". Item statement 3 gained the lowest weighted mean of 4.70 for the assessment of school practices regarding the professional teachers' code of ethics as regarded by the school heads. However, item statement 1 has the highest weighted mean of 4.76 and the lowest is item 3 with the lowest weighted mean of 4.66. Both received a verbal description of "Always Practiced".

The results imply that as regards awareness, junior high school teachers comprehend that all school officials must treat instructors and other employees with professional courtesy, assistance, and compassion always; whereas the senior high school teachers instill that the administrators, instructors, and other school personnel should view it as their responsibility to collaborate when implementing significant changes or developing new policies at all levels.

As regards the practices, all teachers are submissive in public schools when hired. Teachers follow in accordance with the civil service regulations as required by existing laws and are given a permanent position in the future if they are qualified; while for the school heads, it is a practiced that school officials treat instructors and other employees with professional courtesy, assistance, and compassion always necessary for effective and respectable school supervision.

The teachers were asked "How do you maintain your own professional development and what areas would you select for your personal growth?" in the interview. Majority of the respondents answered that as a teacher, it is necessary to continue the development of the whole being in terms of intellectual, emotional, spiritual, and even sociological aspects. It can be done through continues education and by attending different seminar-workshops.

Table 12. *The Teachers' Level of Awareness and Practices of the Code of Ethics for Professional Teachers in terms of "School Officials, Teachers, and Other Personnel"*

Item Statement	Awareness		Practices	
	A	B	C	D
1. All school officials shall at all times show professional courtesy, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened directions.	4.81	4.69	4.77	4.76
2. School officials, teachers, and other school personnel shall consider it their cooperative responsibility to formulate policies or introduce important changes in the system at all levels.	4.77	4.73	4.77	4.75
3. School officials shall encourage and attend the professional growth of all teachers under them such as recommending them for promotion, giving them due recognition for meritorious performance, and allowing them to participate in conferences in training programs.	4.79	4.61	4.70	4.73
4. No school officials shall dismiss or recommend for dismissal a teacher or other subordinates except for cause.	4.69	4.50	4.76	4.66
5. School authorities concern shall ensure that public school teachers are employed in accordance with pertinent civil service rules, and private school teachers are issued contracts specifying the terms and conditions of their work; provided that they are given, if qualified, subsequent permanent tenure, in accordance with existing laws.	4.77	4.53	4.80	4.73
Overall Mean	4.77 (FA)	4.61 (FA)	4.76 (AP)	4.73 (AP)

Legend:	A – Junior HS Teachers	B – Senior HS Teacher	C – All Teachers	D – Immediate Heads
	Scale	Verbal Description	Scale	Verbal Description
	4.21 – 5.00	Fully Aware (FA)	4.21 – 5.00	Always Practice (AP)
	3.41 – 4.20	Aware (A)	3.41 – 4.20	Frequently Practice (PP)
	2.61 – 3.40	Moderately Aware (MA)	2.61 – 3.40	Sometimes Practice (S)
	1.81 – 2.60	Slightly Aware (SA)	1.81 – 2.60	Seldomly Practice (SP)
	1.00 – 1.80	Not Aware (NA)	1.00 – 1.80	Never Practice (NP)

The Teacher and Learners

With regards to the awareness of the professional teachers' code of ethics of junior high school teachers, item statement 2 got the highest weighted mean of 4.83 with a verbal description of "Fully Aware". Statement 6 received the lowest weighted mean of 4.72 with the same verbal description. Meanwhile, for the ethics of the senior high school teachers, item statement 2 obtained the highest weighted mean of 4.77 and the lowest weighted mean of 4.57 with a verbal description of "Fully Aware".

For the assessment of school practices regarding the professional teachers' code of ethics as regarded by all teacher respondents, item statement 1 has the highest weighted mean of 4.82 and the lowest mean of 4.57 with a word description of "Always Practiced". However, for the assessment of school practices regarding the professional teachers' code of ethics as regarded by the school heads, the item statement 1 received the highest weighted mean of 4.80 and the lowest weighted mean of 4.68 with a verbal description of "Always Practiced".

The results imply that as regards awareness, the junior high school and senior high school teachers endorse that teachers should recognize that the interests and well-being of their pupils are paramount and should treat each student fairly.

As regards the practices, all teacher respondents refrain from receiving, either directly or indirectly. For tutoring than is exception because it is beyond their service while the school heads recognize the interests and well-being of their pupils.

Teachers were asked, "How do you cultivate positive relationships with your students and create a sense of class community?" "The majority of the respondents replied with positive relationships with students can be cultivated by keeping them from being informed about the school works and accomplishment. Also, this can be done by providing leadership and initiative to actively involved in the community.

Table 13. The Teachers' Level of Awareness and Practices of the Code of Ethics for Professional Teachers in terms of "The Teacher and Learners"

Item Statement	Awareness		Practices	
	A	B	C	D
1. A teacher has a right and duty to determine the academic marks and the promotions of learners in the subject or grades he handles, provided that such determination shall be in accordance with generally accepted procedures of evaluation and measurement.	4.82	4.62	4.82	4.75
2. A teacher shall recognize that the interest and welfare of learners are of first and foremost concern and shall deal justifiably and impartially with each of them.	4.83	4.77	4.78	4.80
3. Under no circumstance shall a teacher be prejudiced or discriminate against a learner.	4.75	4.59	4.77	4.72
4. A teacher shall not accept favors or gifts from learners, their parents, or others in their behalf in exchange for requested concessions, especially if undeserved.	4.76	4.69	4.75	4.74
5. A teacher shall not accept, directly or indirectly, any remuneration from tutorials other what is authorized for such service.	4.72	4.66	4.79	4.74
6. A teacher shall base the evaluation of the learner's work only in merit and quality of academic performance.	4.79	4.74	4.72	4.78
7. In a situation where mutual attraction and subsequent love develop between teacher and learner, the teacher shall exercise utmost professional discretion to avoid scandal, gossip, and preferential treatment of the learner.	4.76	4.57	4.57	4.69
8. A teacher shall not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings as a punishment for acts which are clearly not manifestation of poor scholarship.	4.76	4.59	4.78	4.68
9. A teacher shall ensure that conditions contribute to the maximum development of learners are adequate and shall extend needed assistance in preventing or solving learner's problems and difficulties.	4.77	4.72	4.77	4.75
Overall Mean	4.77 (FA)	4.66 (FA)	4.77 (AP)	4.74 (AP)

Legend: A – Junior HS Teachers	B – Senior HS Teacher	C – All Teachers	D – Immediate Heads
Scale	Verbal Description	Scale	Verbal Description
4.21 – 5.00	Fully Aware (FA)	4.21 – 5.00	Always Practice (AP)
3.41 – 4.20	Aware (A)	3.41 – 4.20	Frequently Practice (PP)
2.61 – 3.40	Moderately Aware (MA)	2.61 – 3.40	Sometimes Practice (S)
1.81 – 2.60	Slightly Aware (SA)	1.81 – 2.60	Seldomly Practice (SP)
1.00 – 1.80	Not Aware (NA)	1.00 – 1.80	Never Practice (NP)

The Teacher and Parents

Table 14. The Teachers' Level of Awareness and Practices of the Code of Ethics for Professional Teachers in terms of "The Teacher and Parents"

Item Statement	Awareness		Practices	
	A	B	C	D
1. Every teacher shall establish and maintain cordial relations with parents and shall conduct himself to merit their confidence and respect.	4.77	4.70	4.77	4.72
2. Every teacher shall inform parents, through proper authorities, of the progress and deficiencies of learner under him, exercising utmost candor and tact in pointing out the learner's deficiencies and in seeking parent's cooperation for the proper guidance and improvement of the learners.	4.76	4.69	4.75	4.76
3. A teacher shall hear parent's complaints with sympathy and understanding and shall discourage unfair criticism.	4.82	4.68	4.68	4.74
Overall Mean	4.78 (FA)	4.68 (FA)	4.73 (AP)	4.74 (AP)

Legend: A – Junior HS Teachers	B – Senior HS Teacher	C – All Teachers	D – Immediate Heads
Scale	Verbal Description	Scale	Verbal Description
4.21 – 5.00	Fully Aware (FA)	4.21 – 5.00	Always Practice (AP)
3.41 – 4.20	Aware (A)	3.41 – 4.20	Frequently Practice (PP)
2.61 – 3.40	Moderately Aware (MA)	2.61 – 3.40	Sometimes Practice (S)
1.81 – 2.60	Slightly Aware (SA)	1.81 – 2.60	Seldomly Practice (SP)
1.00 – 1.80	Not Aware (NA)	1.00 – 1.80	Never Practice (NP)

With regards to the awareness of the professional teachers' code of ethics of junior high school teachers, item statement 3 got the highest weighted mean of 4.82 with a verbal description of "Fully Aware". Statement 2 received the lowest weighted mean of 4.76 with the same verbal description. For the ethics of senior high school teachers, the highest weighted mean of 4.70 and the lowest weighted mean of 4.68 both received a verbal description of "Fully Aware".

For the assessment of school practices regarding the professional teachers' code of ethics as regarded by all teacher respondents, item statement 1 obtained the highest weighted mean of 4.77 and the lowest weighted mean of 4.68, both with a verbal description of "Always Practiced". However, for the assessment of school practices regarding the professional teachers' code of ethics as regarded by the school heads, item statement 2 received the highest weighted mean of 4.76 and the lowest weighted mean of 4.72. Both received a verbal description of "Always Practiced".

The results implied that as regards awareness, the junior high school teachers know that when a parent complains, a teacher should listen with compassion and attempt to stop unfair criticism; whereas the senior high school teachers distinguish that every teacher must establish and maintain positive relationships with parents in a manner that earns their trust and respect.

As regards the practices, all teacher respondents get along with parents and maintain these relationships by getting the parents' trust and respect; while the school heads obligated teachers to inform the parents of a student's progress and issues through the proper channels such that pointing out the student's problems and requesting the parents' assistance to guide and improve the learner in a forthright and tactful manner.

During the interview, teachers were asked about how they include parents and guardians in their child's education. Most respondents replied by updating them with the performance of their child in the school. Asking parents if their students have problem in school, with their classmates and teachers and by keeping in touch with the parents and guardians of the learners through proper communication.

The Teacher and Business

Table 15. *The Teachers' Level of Awareness and Practices of the Code of Ethics for Professional Teachers in terms of "The Teacher and Business"*

Item Statement	Awareness		Practices	
	A	B	C	D
1. A teacher has the right to engage, directly or indirectly, in legitimate income generation; provided that it does not relate to or adversely affect his work as a teacher.	4.67	4.65	4.80	4.64
2. A teacher shall maintain a good reputation with respect to the financial matters such as in the settlement of his debts and loans in arranging satisfactorily his private financial affairs.	4.81	4.67	4.73	4.76
3. No teacher shall act, directly or indirectly, as agent of, or be financially interested in, any commercial venture which furnish textbooks and other school commodities in the purchase and disposal of which he can exercise official influence, except only when his assignment is inherently, related to such purchase and disposal; provided they shall be in accordance with the existing regulations; provided, further, that members of duly recognized teachers cooperatives may participate in the distribution and sale of such commodities.	4.76	4.49	4.78	4.69
Overall Mean	4.75 (FA)	4.60 (FA)	4.77 (AP)	4.70 (AP)

Legend: A – Junior HS Teachers	B – Senior HS Teacher	C – All Teachers	D – Immediate Heads
Scale	Verbal Description	Scale	Verbal Description
4.21 – 5.00	Fully Aware (FA)	4.21 – 5.00	Always Practice (AP)
3.41 – 4.20	Aware (A)	3.41 – 4.20	Frequently Practice (PP)
2.61 – 3.40	Moderately Aware (MA)	2.61 – 3.40	Sometimes Practice (S)
1.81 – 2.60	Slightly Aware (SA)	1.81 – 2.60	Seldomly Practice (SP)
1.00 – 1.80	Not Aware (NA)	1.00 – 1.80	Never Practice (NP)

With regards to the awareness of the professional teachers' code of ethics of the junior high school teachers, item statement 2 got the highest weighted mean of 4.81 with a verbal description of "Fully Aware". Statement 1 received the lowest weighted mean of 4.67 with the same verbal description. For the ethics of senior high school teachers, item statement 2 obtained the highest weighted mean of 4.67 and the lowest weighted mean of 4.49 both received a verbal description of "Fully Aware".

For the assessment of school practices regarding the professional teachers' code of ethics as regarded by all teacher respondents, item statement 1 has the highest weighted mean of 4.80 and the lowest has 4.73, both with a verbal description of "Always Practiced". On the other hand, for the assessment of school practices regarding the professional teachers' code of ethics as regarded by the school heads, item statement 2 received the highest weighted mean of 4.76 and the lowest is item 1 with the lowest weighted mean of 4.64. Both received a verbal description of "Always Practiced".

The results imply that as regards the awareness, the junior high school and senior high school teachers ascertain that teachers must maintain a positive financial reputation by paying off their debts and loans and ensuring that their personal finances are in order.

As regards the practices, all teacher respondents exercise their right to earn money legally, either directly or indirectly, so long as it does not interfere with or harm their teaching duties; while the school heads are strictly implementing that teachers must maintain a positive financial reputation by paying off his debts and loans.

Teachers were asked if they are allowed to go into a business while he is in a teaching position. During the interview most of the respondents said yes and that a teacher has the right to engage in business in legitimate income generation for it does not relate or affect his work as a teacher.

The Teacher as a Person

With regards to the awareness of the professional teachers' code of ethics of junior high school teachers, item statement 3 got the highest weighted mean of 4.83 with a verbal description of "Fully Aware". Item statement 1 received the lowest weighted mean of 4.79 with the same verbal description. For the ethics of senior high school teachers, the highest weighted mean of 4.76 and the lowest weighted mean of 4.62 both received with a verbal description of "Fully Aware".

For the assessment of school practices regarding the professional teachers' code of ethics as regarded by all teacher respondents, item statement 3 has the highest weighted mean of 4.88 and the lowest weighted mean has 4.81, both with a verbal description of "Always Practiced". However, for the assessment of school practices regarding the professional teachers' code of ethics as regarded by the school heads, item statement 4 received the highest weighted mean of 4.81 and the lowest weighted mean has 4.76. Both received a verbal description of "Always Practiced".

The results imply that as regards the awareness, the junior high school teachers uphold that teachers must always remember that the Almighty God is in control of his life and the lives of others and nations; whereas the senior high school teachers are positive that the teachers' foremost responsibility is to always conduct themselves with dignity, whether at school, at home, or anywhere else.

As regards the practices, all teacher respondents and school heads practice always present a dignified personality so that they can serve as an example that is admirable and worthy of imitation by the students, their peers, and everyone else.

During the interview, teachers were asked about how ethics influence their everyday life as person, majority of the respondents mentioned that being a teacher has a great impact on their personality. This is because they maintain discipline which is the primary principle of personal behavior. Also, teachers are very much respected in the community. All that teacher does every day will speak about their personality that is why it is necessary to ensure the code of ethics and always practiced at school, at home, and in the community.

Table 16. *The Teachers' Level of Awareness and Practices of the Code of Ethics for Professional Teachers in terms of "The Teacher as a Person"*

Item Statement	Awareness		Practices	
	A	B	C	D
1. A teacher is, above all, a human being endowed with life for which it is the highest obligation to live with dignity at all times whether in school, in the home, or elsewhere.	4.79	4.76	4.81	4.76
2. A teacher shall place premium upon self-discipline as the primary principle of personal behavior in all relationships with others and in all situations.	4.81	4.62	4.82	4.77
3. A teacher shall maintain at all times a dignified personality which could serve as a model worthy of emulation by learners, peers and all others.	4.82	4.69	4.88	4.80
4. A teacher shall always recognize the Almighty God as guide of his own destiny and of the destinies of men and nations.	4.83	4.70	4.83	4.81
Overall Mean	4.81 (FA)	4.69 (FA)	4.83 (AP)	4.79 (AP)

Legend: A – Junior HS Teachers	B – Senior HS Teacher	C – All Teachers	D – Immediate Heads
Scale	Verbal Description	Scale	Verbal Description
4.21 – 5.00	Fully Aware (FA)	4.21 – 5.00	Always Practice (AP)
3.41 – 4.20	Aware (A)	3.41 – 4.20	Frequently Practice (PP)
2.61 – 3.40	Moderately Aware (MA)	2.61 – 3.40	Sometimes Practice (S)
1.81 – 2.60	Slightly Aware (SA)	1.81 – 2.60	Seldomly Practice (SP)
1.00 – 1.80	Not Aware (NA)	1.00 – 1.80	Never Practice (NP)

The Teaching Performance of the Secondary School Teachers in Terms of Their IPCRF Ratings

Table 17. *Distribution of Secondary School Teachers According to their IPCRF Ratings*

Rating	F	%
4.500 – 5.000 Outstanding	246	82.83
3.500 – 4.499 Very Satisfactory	51	17.17
2.500 – 3.499 Satisfactory	0	0.00
1.500 – 2.499 Unsatisfactory	0	0.00
below – 1.499 Poor	0	0.00
Total	297	100.00

The majority, or 82.83 percent of the respondents registered ratings that lie between the bracket of 4.500 to 5.00 which is verbally described as “outstanding”. Meanwhile, the remaining 17.17 percent received ratings that lie within the bracket of 3.500 to 4.499 which is verbally interpreted as “very satisfactory”.

In accordance with the present findings of Olivo (2021), teachers should keep up with their positive teaching performance by giving the same passion and commitment towards work, they must continue giving most of their time in school to classroom instruction in order to produce pupils who are imbued with right values and knowledge and skills competence and they must embrace the challenge of the work responsibilities inherent to being a teacher.

Results imply that most teachers were able to successfully do their duties and responsibilities as professional teachers which resulted in outstanding performance. This only shows that despite of so many challenges and obstacles which brought about by the pandemic, public school teachers still did their best to deliver the knowledge that secondary school students deserved.

The Difference between and among the High School Teachers' Level of Awareness on the Code of Ethics for Professional Teachers when they are Grouped According to their Demographic Profile

The results of the t-test (for sex), and F-test (for age, teaching position, numbers of years in teaching and area of specialization) analyses which were performed to determine if significant difference existed between and among the high school teachers' level of awareness on the code of ethics for professional teachers when they are grouped according to their demographic profile.

No significant difference was found between and among the high school teachers' level of awareness on the code of ethics for professional teachers when they are grouped according to their demographic profile such as age ($p=0.074$), sex ($p=0.106$), teaching position ($p=0.212$), number of years in teaching ($p=0.368$), and area of specialization ($p=0.419$). This no significant difference was brought about by the fact that the computed probability values for the variables are smaller than the 0.05 significance level. These results disclosed that profile variables such as age, sex, teaching position, numbers of years in teaching and area of specialization have nothing to do with the respondents' level of awareness on the Code of Ethics for Professional Teachers.

Further, the results imply that regardless of age, sex, teaching position, numbers of years in teaching and area of specialization, the respondents' level of awareness on the Code of Ethics for Professional Teachers are the same.

Table 18. *Results of the t-test and F-test Analyses on the Difference between and among the High School Teachers' Level of Awareness on the Code of Ethics for Professional Teachers when they are Grouped According to their Demographic Profile*

Demographic Profile	Level of Awareness	
	t-value/ F-Value	p-value
Age	2.104ns	0.074
Sex	1.047ns	0.106
Teaching Position	0.891ns	0.212
Number of years in teaching	0.748ns	0.368
Area of specialization	0.647ns	0.419

Legend: ns = not significant ($p>0.05$)

The Difference between and among the High School Teachers' Level of Practices on the Code of Ethics for Professional Teachers when they are Grouped According to their Demographic Profile

The results of the t-test (for sex), and F-test (for age, teaching position, numbers of years in teaching, area of specialization and high school category) analyses which were done to find out if significant difference existed between and among the high school teachers' level of practices of the code of ethics for professional teachers when they are classified according to their demographic profile.

No significant difference was found between and among the high school teachers' level of practices of the code of ethics for professional teachers when they are classified according to demographic profile characteristics such as age ($p=0.108$), sex ($p=0.553$), teaching position ($p=0.317$), number of years in teaching ($p=0.086$), area of specialization ($p=0.612$), and high school category ($p=0.204$). This no significant difference is manifested by the computed probability values for the variables which are all lower than the 0.05 significance level. The results indicate that profile variables such as age, sex, teaching position, numbers of years in teaching, area of specialization and high school category have no significant influence on respondents' level of practices on the Code of Ethics for Professional Teachers.

The results imply that whether the teachers are young or old, male, or female, occupied lower or higher rank/teaching position, major of any specialization and teaching either in senior or junior high school, their level of practices on the Code of Ethics for Professional Teachers are the same.

Table 19. Results of the t-test and F-test Analyses on the Difference between and among the High School Teachers' Level of Practices on the Code of Ethics for Professional Teachers when they are Grouped According to their Demographic Profile

Demographic Profile	Level of Practices	
	t-value/ F-Value	p-value
Age	1.025ns	0.108
Sex	0.451ns	0.553
Teaching Position	0.891ns	0.317
Number of years in teaching	1.364ns	0.086
Area of specialization	0.574ns	0.612
High School Category	1.089ns	0.204

Legend: ns = not significant ($p>0.05$)

The Difference between the Assessments of the Junior and Senior High School Teachers as regards the Level of their Awareness of the Code of Ethics for Professional Teachers

Table 20 presents the results of the t-test analyses which were done to determine if significant difference existed between the assessments of the junior and senior high school teachers as regards the level of their awareness of the Code of Ethics for Professional Teachers.

Highly significant difference was found between the assessments of the junior high school teacher and senior high school teacher with regard to the level of their awareness of the Code of Ethics for Professional Teachers in terms of the teacher and the state ($p=0.000$), the teacher and the teaching community ($p=0.000$), the teachers and learners ($p=0.001$), the teachers and parents ($p=0.002$), and the teacher as a person ($p=0.007$). This highly significant difference is implied by the computed probability value for these variables which are lower than the 0.01 significance level. Meanwhile, significant difference was found between the assessments of the junior high school teacher and senior high school teacher about the level of their awareness of the Code of Ethics for Professional Teachers in terms of school officials, teachers, and other personnel as manifested by the computed probability value of 0.013 which is less than the 0.05 level of significance.

The findings only showed that junior high school teachers strongly believed that they are more aware than the senior high school teachers in so far as the variables are concerned. Moreover, this must be because there are some teachers in the senior high school who are not graduates of education. In addition, more of the senior high school teachers are young at age and some of them are 2nd coursers, that is why it reflects their awareness of the code of ethics.

Table 20. Results of the t-test Analysis on the Difference between the Assessments of the Junior and Senior High School Teachers as regards the Level of their Awareness of the Code of Ethics for Professional Teachers

Level of Awareness	Mean		Mean Diff.	t-value	p-value
	Junior HS Teacher	Senior HS Teacher			
the teacher and the state	4.81	4.58	0.23	6.33**	0.000
the teacher and the community	4.75	4.73	0.02	0.83 ns	0.420
the teacher and the profession	4.76	4.70	0.06	2.09 ns	0.070
the teacher and the teaching community	4.71	4.59	0.12	3.29**	0.000
the teacher and higher authorities in the Phil.	4.69	4.65	0.04	1.01 ns	0.340
school officials, teachers, and other personnel	4.77	4.61	0.16	3.16*	0.013
the teachers and learners	4.77	4.66	0.11	4.18**	0.001
the teachers and parents	4.78	4.68	0.10	7.27**	0.002
the teacher and business	4.75	4.60	0.05	2.05 ns	0.110
the teacher as a person	4.81	4.69	0.12	4.01**	0.007

Legend: ns = not significant ($p>0.05$)

* = significant ($p\leq 0.05$)

** = Highly Significant ($p\leq 0.01$)

The Difference between the Assessments of the High School Teachers and their Immediate Heads as regards the Level of their Practices of the Code of Ethics for Professional Teachers

Table 21. Results of the t-test Analysis on the Difference between the Assessments of the High School Teachers and their Immediate Heads as regards the Level of their Practices of the Code of Ethics for Professional Teachers

Level of Practices	Mean		Mean Diff.	t-value	p-value
	Immediate Head	Teacher			
the teacher and the state	4.74	4.73	0.01	0.90 ns	0.390
the teacher and the community	4.73	4.73	0.00	0.12 ns	0.910
the teacher and the profession	4.71	4.71	0.00	0.16 ns	0.880
the teacher and the teaching community	4.68	4.66	0.02	0.53 ns	0.600
the teacher and higher authorities in the Phil.	4.73	4.71	0.02	0.68 ns	0.510
school officials, teachers, and other personnel	4.76	4.73	0.03	1.42 ns	0.194
the teachers and learners	4.77	4.74	0.03	1.76 ns	0.099
the teachers and parents	4.73	4.74	-0.01	-0.23 ns	0.838
the teacher and business	4.77	4.70	0.07	1.83 ns	0.142
the teacher as a person	4.83	4.79	0.04	1.55 ns	0.172

Legend: ns = not significant ($p > 0.05$)

No significant difference was found between the assessments of the teachers and their respective school heads regarding the practices of the Code of Ethics for Professional Teachers. This no significance difference is indicated by the computed probability value that ranged from 0.099 to 0.910 which are greater than the 0.05 significance level.

The findings disclosed that school heads validated the claims of the secondary school teachers that they religiously practice the Code of Ethics for Professional Teachers.

The Difference between the Assessments of the Respondents as regards the Level of Teachers' Practices and Awareness of the Code of Ethics for Professional Teachers

Table 22. Results of the t-test Analysis on the Difference between the Assessments of the Respondents as regards the Level of Teachers' Practices and Awareness of the Code of Ethics for Professional Teachers

Item	Mean		Mean Diff.	t-value	p-value
	Awareness	Practices			
the teacher and the state	4.70	4.74	-0.04	-2.34 ns	0.065
the teacher and the community	4.74	4.73	0.01	0.47 ns	0.644
the teacher and the profession	4.73	4.71	0.02	1.04 ns	0.329
the teacher and the teaching community	4.65	4.67	-0.02	-0.73 ns	0.482
the teacher and higher authorities in the Phil.	4.67	4.72	-0.05	-1.85 ns	0.094
school officials, teachers, and other personnel	4.69	4.74	-0.05	-1.66 ns	0.135
the teachers and learners	4.71	4.75	-0.04	-2.04 ns	0.058
the teachers and parents	4.73	4.74	-0.01	-0.22 ns	0.834
the teacher and business	4.68	4.73	-0.05	-1.74 ns	0.158
the teacher as a person	4.75	4.81	-0.06	-3.18*	0.019

Legend: ns = not significant ($p > 0.05$) * = significant ($p \leq 0.05$)

A significant difference was found between teachers' awareness and practices of the Code of Ethics for Professional Teachers in terms of the teacher as a person as implied by the probability value of 0.019 which lower than the level of significance of 0.05.

These findings disclosed that the teachers' level of practices is higher than the level of their awareness. Further, it indicates that without so much awareness, these teachers naturally practiced the Code of Ethics for Professional Teachers in terms of the teacher as a person. As a teacher, we already know what is right from wrong, that is why we automatically practice the things to be done accordingly.

However, no significant difference was found between the teachers' level of awareness and practices in the areas of the teacher and the state, the teacher and the community, the teacher and the profession, the teacher and the teaching community, the teacher and higher authorities in the Philippines, school officials, teachers, and other personnel, the teachers and learners, the teachers and parents, and the teacher and business. This only proved that they practiced the code of ethics because they are aware of it.

The Relationship between the Teachers' Awareness and Practices of Code of Ethics and their Teaching Performance

Table 23. Results of the Correlation Analysis on the Relationship between the Teachers' Awareness and Practices of Code of Ethics and their Teaching Performance

Code of Ethics for Professional Teachers	r-value	p-value
Level of Awareness	0.687**	0.000
Level of Practices	0.514**	0.000

Legend: ** = Highly Significant ($p \leq 0.01$)

A highly significant relationship was found between the teachers' awareness and practices of Code of Ethics for Professional Teachers and their teaching performance. This highly significant relationship is implied by the computed probability value of 0.000 which is less than the 0.01 significance level. Further observation of the same table shows that direct relationship existed between the variables as manifested by the positive sign of the correlation values of 0.514 for awareness and 0.687 for practices.

The results disclose that as the level of teachers' awareness and practices of the Code of Ethics for Professional Teachers increases, the level of their teaching performance also increases.

In the conducted interview with the teacher respondents, they were asked about the importance of awareness and practices of Code of Ethics for Professional Teachers to obtain higher teaching performance ratings. The teachers replied that they firmly believed that when they are aware of and practice the Code of Ethics for Professional Teachers, they will do everything that is right. Further, they added that when they are guided by the code of ethics, they will be able to perform their duties and responsibilities as professional teachers which eventually will result in higher teaching performance ratings.

Program of Activities Crafted from the Results of the Study

Table 24 Proposed Program of Activities

Objectives	Action	Timeline	Persons Involved	Expected Outcome
To make the teachers fully aware on the Code of Ethics for Professional Teachers in terms of the teacher as a person.	Review of the Code of Ethics for Professional Teachers	1 st Quarter of the S.Y. 2023-2024	Researcher, Head Teacher, Junior, and Senior high school teachers	At the end of the review, teachers are expected to be fully aware of the Code of Ethics for Professional Teachers in terms of the teacher as a person.
Lecture series to make the senior high school teachers aware of the Code of Ethics for Professional Teachers	Lecture about Code of Ethics for Professional Teachers	1 st Quarter of the S.Y. 2023-2024	Researcher, Head Teacher, Senior high school teachers	At the end of the review, senior high school teachers are expected to be fully aware on the Code of Ethics for Professional Teachers
To engage with co-employees and reinforce the benefits of the code of ethics	Include Trainings/Seminars	2nd Quarter of the S.Y. 2023-2024	Researcher, Head Teacher, Junior, and Senior high school teachers	At the end of the training, teachers will identify a set of values to guide on how employees work together and engage with the society.
To conduct ethical training programs that teachers can identify and solve misconduct and ethical problems.	Include Code of Ethics in the "In-Service Training for Teachers" INSET	2nd Quarter of the S.Y. 2023-2024	Researcher, Head Teacher, Junior, and Senior high school teachers	At the end of the training programs, the teachers can work more productively with their co-workers.

Conclusions

Based on the findings of the study, the following conclusions were drawn: The teachers' level of awareness and practices of the code of ethics for professional teachers when they are grouped according to their demographic profile is the same.

Junior high school teachers had a greater level of their awareness as regards the Code of Ethics for Professional Teachers in terms of the teacher and the state, the teacher and the teaching community, the teachers and learners, the teachers and parents, and the teacher as a person.

The assessments of the teachers and their respective school heads regarding the practices of the Code of Ethics for Professional Teachers are the same.

The teachers' practices of the Code of Ethics for Professional Teachers in terms of the teacher as a person is significantly higher than the level of their awareness.

A higher level of awareness and practices of the Code of Ethics for Professional Teachers resulted in higher teaching performance.

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