

TEACHING PROFESSION AND ETHICAL PRACTICES AS PERCEIVED BY THE GRADUATE SCHOOL STUDENTS

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Abstract

The study used the descriptive method of research. The level of perception of the respondents on the problems formulated were taken using the weighted average point and the ethical practices, ranking was used in the different indicators of the different concerns. The following are the findings of the study: 1. The respondent-teachers considered teaching as a profession; 2. The teachers stay in the profession for varied reasons; teaching offers a lifetime career, makes teachers happy because it satisfies one's personal interest. Teaching gives a feeling of self-fulfillment, a dignified means of earning a living; 3. The motivational needs satisfied why teachers stay in the profession are: offers job security receives additional compensation like hardship and hazardous allowance; offers tangible rewards and recognition for performance based advancement and teachers enjoy leave credits like special leaves.

Based on the findings of their study, the following conclusions were drawn: 1. Teaching is a specialized body of knowledge making it a truly profession; 2. The respondents believed that teaching is the noblest of all professions and this belief made their most reasons to stay in the profession; 3. The greatest motivational needs satisfied why teachers stay with the teaching profession in job security; 4. Most of the ethical standards prescribed by the Code of Ethics for Professional Teachers and Code of Conduct and Ethical Practices of Government Employees are practiced by the teachers-respondents; 5. The ethical practices of public school teachers vary in rank in the different aspects, teachers as personal beings, teachers as social beings, teachers as economic beings, teachers as political beings and teachers as relational beings.

On the basis of salient findings in this study and the conclusions drawn, the following are hereby recommended; 1. Teachers are duly licensed professionals and teaching has been considered the noblest professions, this could make teachers proud and maintain the highest ethical standards so it will stay as the noblest profession; 2. These should be continuous training development program in Values Education to enhance and harness public service values of teachers to be effective servants; 3. These should be a periodic review and evaluation by the DepEd of compensation, benefits, incentives, recognition and awards given to teachers to insure that whatever is granted to them are responsive to their needs as personal, social, economic, political and relational beings; 4. Teachers should serve as models in the adherence of the Code of Ethics for Professional Teachers; 5. School administration should provide the needed opportunities which would provide motivations for teachers; 6. Similar studies be conducted using other variables.

Keywords: Teaching Profession, Ethical Practices

1. Introduction and Research Focus

Teaching is a noble profession as such, teaching is a profession concerned primarily with classroom instruction. Teachers are expected to carry the dignity of their profession and act and shown professionalism in all they do. In the practice of the profession, they will manifest

genuine enthusiasm and have pride in teaching as a noble calling because teaching has been recognized by the State as a vital partner in nation building and development.

Every teacher must actively help ensure that teaching is the noblest profession. They must uphold the highest possible standards of quality education and shall make the best preparation for the career of teaching and must be, at all times, at his best in the practice. Towards this end, the State continues to support the professionalization of the practice of the teaching profession. The Constitution, Civil Service Laws and the Code of Ethics for Professional Teachers tells about the teaching profession and the roles of the teachers. These are contributory factors in the education process. The realization of the mission, vision and goals of education are better achieved through the proper support and execution of functions involved. The teachers are expected to provide the students with knowledge, skills, competencies and desirable qualities of behavior and character render him fit for his duties. Teachers, as professionals, are recognized from the way they think, believe and act. This is the case why teachers are guided by set of standards.

The observation of the researcher showed that teachers are looked upon as examples in the educational system. They steer the school with unit that performs its goals to give students quality education-armed with authority to their functions in classroom institution determine the fate of the children. Every teacher is expected to be professional. They shall manifest the principle of a public office as a public trust. It is the policy of the government to promote high standard of ethics in public service. They are accountable to the people and shall discharge their duties with utmost responsibility, integrity, competence and loyalty, act with patriotism and justice, lead modest lives and uphold public interest over personal interest (R.A. 6713).

With the professionalization of teachers, the Professional Regulations Commission and the Board for Professional Teachers adopted and promulgated the Code of Ethics for Professional Teachers so that teachers can adhere to and practice the set of standards in the practice of their profession. The teacher believed that when the teaching force has desirable profession; teaching is enhanced; thereby result to better student achievement. Based on the premise cited, this study intends to find out how teachers view their profession. Also it looked into ethical standards practiced by teachers with the end view of providing implications to educational management.

2.Methodology

This study covered the public school teachers enrolled in the graduate school of the Urdaneta City University Summer 2016. They came from the different schools of Urdaneta City Division, Division of Pangasinan II, Division of Pangasinan I, Division of Nueva Ecija and Division of Tarlac. There are one hundred (100) respondents coming from the Doctoral Degree and Master of Arts Degree programs. This study was delimited along the following areas: a) why consider teaching as profession, b) reasons why teachers stay in the profession and c) what motivational needs are satisfied by the teaching profession. It also includes ethical practices of teachers as personal beings, special beings, economic beings, and relational beings and in implications to educational management.

The descriptive method of research was used in this study. Good and Scates (1991) described the descriptive method for gathering evidence relating the current or present conditions concerning the nature of a group of persons, a number of objects or a class of events and may involve the procedure of instruction, analysis, clarification, enumeration of measurement. Descriptive research in involving collection of data in order to answer questions concerning the current status of the subject of the study.

Table 1: Level of Perception Why Teaching is considered a Profession.

Why Consider Teaching as Profession	WM	DE
teachers are duly licensed	4.88	VMA
teachers possess specialized body of knowledge	4.65	VMA
teachers adhere practice and observe to a set of ethical standards	4.56	VMA
teachers take licensure examinations	4.48	VMA
teachers have extended professional examinations	4.27	VMA
teachers belong to a closely –knit organizations	4.22	VMA
teachers pay professional fees	4.57	VMA
teachers file their income tax returns	4.50	VMA
teachers have valid certificate of registration and license	4.83	VMA
teachers maintain the highest possible degree of morale and qualification standard attached to the profession	4.81	VMA
Average Weighted Mean	4.58	VMA

Legend: Mean Scale Descriptive Equivalent (DE)

4.20-5.00 Very Much Agree (VMA)

3.40-4.19 Agree (A)

2.60-3.39 Moderately Agree (MA)

1.80-2.59 Slightly Agree (SA)

1.00-1.80 Do not Agree (DNA)

Further, findings could mean that teaching is a noble profession as cited by the finding of Catubay (2010) on the professional and ethical practices of teachers, they act with professionalism, carry the dignity of their job, possess acceptable behaviors towards their work and possess genuine enthusiasm. Furthermore, teachers make the best preparations and uphold the highest standards of quality education. Besides, teachers view teaching as a vocation and lifelong endeavor. As public servant they give their services to everyone with devotion to duty. They promote obedience to the laws of the state.

Table 2: Level of Perception Why Teacher Stay in the Profession

Reasons Why Teachers Stay in the Profession	WM	DE
Consider teaching as the noblest of all professions.	4.75	VMA
Teaching is a social responsibility and service	4.66	VMA
Teachers offer a lifetime career.	4.76	VMA
Teaching is a dignified means of earning a decent living	4.48	VMA
Teaching is a trustee of the heritage of the state	4.62	VMA
The quality of the nation depends on the teachers	4.27	VMA
Teachers help determine the future of the youth entrusted to them	4.45	VMA
Teaching gives a feeling of self-fulfillment and job satisfaction	4.61	VMA
Most teachers are look-up as models in the society	4.48	VMA
Teachers are expected to develop intellectually throughout his lifetime	4.62	VMA
Average Weighted Mean	4.57	VMA

Legend: Mean Scale Descriptive Equivalent (DE)

4.20-5.00 Very Much Agree (VMA)

3.40-4.19 Agree (A)

2.60-3.39 Moderately Agree (MA)

1.80-2.59 Slightly Agree (SA)

1.00-1.80 Do not Agree (DNA)

It is a belief that teachers' service to the public as professionals turned out to be dedicated and committed only when their morals and values inspire them to embrace teaching. Table 2 reveals and presents the level of perception why teachers stay in the profession. The average weighted mean is 4.57 described as "very much agree". These are the items rated as "very much agree". This is an indication that teachers have strong reasons to love and stay in the profession. It can be inferred from such findings that the teacher respondents stay in the professions considering the salary, benefits and welfare given to them. Besides, teaching offers a lifetime career. It is a dignified way of earning a decent living.

Republic Act 6713 "Code of Conduct and Ethical Standards for Public Officials and Employees" mentioned that incentives and rewards are given to teachers and other government officials in order to motivate and inspire public servants to uphold the highest standards of ethics. Government officials are given due rewards and merit for outstanding performances on the basis of standards. Further, as cited by Dalmacio (2010) on Motivational Practices of Public School Teacher stressed that, teachers work better when they are compensated for their favorable attitudes and cooperation. Competence motivation is a drive to be at something, allowing an individual to perform high quality work. In DepEd, competence – motivated teachers seek job mastery, take pride in developing and using problem-solving skills and drive to be creative when confronted with obstacles in their work. Power motivation is a drive to influence people and change situation.

Table 3: Level of Motivational Needs Satisfied Why Teachers Stay With the Profession

Why Teachers Stay With The Profession	WM	DE
Teaching offers job security.	4.83	VMA
Teachers receive salary increases based on their performance.	4.45	VMA
Teachers receive additional compensation like clothing, hardship, hazardous allowance.	4.76	VMA
Teachers receive extra bonuses like mid-year, 13 th month pay, and cash gifts.	4.42	VMA
Teachers enjoy their leave credits like special leave and maternity leave.	4.42	VMA
Teachers morale are being boost by their administrators by giving due recognition of their accomplishments and achievements	4.13	A
Teachers are being sent to seminars and competitions be it local, national, and international.	4.35	VMA
Teachers are given ample time to finish their post graduate courses.	4.69	VMA
Teachers love to be in the company of people who inspire them to keep on growing.	4.74	VMA
Teachers are encouraged to participate in professional organizations and gatherings recognized by the DepEd.	4.69	VMA
Average Weighted Mean	4.57	VMA
Legend: Mean Scale Descriptive Equivalent (DE)		
4.20-5.00	Very Much Agree (VMA)	
3.40-4.19	Agree (A)	
2.60-3.39	Moderately Agree (MA)	
1.80-2.59	Slightly Agree (SA)	
1.00-1.80	Do not Agree (DNA)	

There were many motivational needs satisfied and that is why teachers stayed with the profession. Table 3 presents the level of motivational needs why teachers stay in the profession. The table shows an average weighted means of 4.69 equivalents to “very much agree”. It can further be observed from the table that the respondents have nine items with a rating of “very much agree” in the different items as indicated by overall weighted mean ranging from 4.13 to 4.83. This can be understood to mean that the respondents received the usual benefits like 13th month pay, cash gifts and bonuses. They enjoy leave credits like special leave, maternity leave, sick leave and vacation leave.

Further, teaching makes one happy because it satisfies one’s personal interest and growth. Teaching also provides rewards such as good pay, working conditions, and other physical necessities which are important. Besides, the social aspect of such working with co-teachers, students, parent and other stakeholders are important.

3. Ethical Practices of Public School Teachers

Ethical practices are patterns of behavior of teachers in a given situation in his working environment based on the Code of Ethics of Teachers. As such, they must act and possess professionalism in all they do. On Personal Beings, there are five items in this aspect. These are practice self-respect, personality worth emulation, have faith in God at all times, make decisions based on reasons and compassionate and committed to the profession. Looking into the table, “have faith in God at all times” ranked number 1. Findings could be established to the fact that the respondents believed that nothing is impossible with God. These teachers are religious having great faith in their chosen religious sect. Besides it is a belief that God is our savior and inspiration when problems arise. Moreover, teachers believed that faith in God is a strong factor in performing one’s responsibilities and roles.

The lowest ranked which is number 5 “Make decisions with reasons.” Findings could be achieved to the fact that making wise decisions is one of the most difficult thing teacher can do. It could be inferred that the respondent-teachers are not fully equipped with the necessary knowledge and skills in making decisions. On Social Beings, “No man is an island” they say. It is a fact that teachers need to be a social being considering the diversity of internal and external stakeholders they associate or encounter with. With the four items on this area, ranked number 1 is “maintain harmonious relationship” with superiors, co-teachers, students, parents and officials. These assessment of the teachers could be attributed to the provisions of some legal basis and the constitution that teachers are expected to act according to acceptable standards. They must establish smooth and sound relationships to develop positive interaction which strengthen morale and earn respect. Besides, having a strong networking and linkages with others, through collaborative efforts help in the solution of problems and educational needs. Ranked number 2 is on “Participate in community activities that promote moral, social, political and educational betterment.”

It could be inferred from such finding that these school teachers have a strong school-community partnership in the implementation of programs and projects as an important aspect of School-Based Management (SBM) In addition, the Basic Education Sector Reform Agenda (BESRA) states that the need for school and the community be institutionalized for school improvement. This enables every school to establish and maintain functional School Governance Council to support the leadership of the school head in the improvement process. On Economic Beings, Teachers have economic needs and in pursuant of such needs, they engaged in economic activities which could augment their income as economic beings. As shown in the results of the ranking, it came out that “Maintain good reputation with respect to

financial matters such as settlements of debts, loans and financial affairs” was ranked number 1. Findings could be attributed to the fact that these respondents of teachers were able to handle their finances quite good. Besides, teachers should serve as model in the community where they work. As expected, they should adhere to policies to prove that teaching is a dignified means of earning a living.

On Political Beings, Teachers as members of a body politics called the State or Government. As members of the state, they revealed that they “carry out the declared policies of the state and take oath to this effect” which ranked 1. Findings could be anchored from the popular adage that “Public Office is a Public Trust” In this regard, teachers are expected to perform these roles with utmost dedication, instill allegiance, cultivate love of country, promote national pride and carry out declared policies of the state. Further, it could be inferred to the perception of the teachers that the total growth of the students could be attained if they are committed, dedicated and loyal to the service. Former Secretary of the DepEd Andrew Gonzales stressed that the nation capacity to prosper depend so much on the ability of the teachers to actively participate and carry out the declared policies of the government, the educational system to be specific. They promote obedience to the laws of the state.

On Behavioral Beings, Teachers are relational beings. They maintain relations with students, co-teachers, parents, school authorities and with God. On the different indicators in this aspect, “understand and support the legitimacy of and authority of the school head’ got a number one ranked. The perception of the teachers could be attributed to their compliance to the authority of the school head. Further, findings would mean that teachers are expected to have a smooth human relation to their school head because they are rated at the end of the school year through the Performance Appraisal System for Teachers (PAST). Establishing a sound relationship with superiors will result to more productive accomplishments of results. Teacher relationship with their superiors is recognized for they provide leadership and support through supervision and other administrative roles.

4. Implications on Educational Management

Provisions for evaluation is indeed important in the management of teachers, through high morals that affects the entire staff. High morale is possible when teachers are proud and happy with their professions, when they are greatly motivated because their needs, personal interest are satisfied and met; and have all the reasons to stay in the profession. In the management of teachers, maintenance and motivational factors are necessary for these ensure their efficiency and effectiveness. Motivational factors are found to be important in motivating teachers for excellent performance and improved productivity. These are the need for achievement, recognition, participation, growth, self-respect, dignity and reputation. Maintenance factors are found to be important in maintaining current levels of efficiency of teachers. These factors are need for compensation, security, administration, suspension, good working conditions, basis physiological and biological needs and the like.

The collective beings of teachers, personal, social, economic, political and relational would find satisfaction once their motivational and maintenance needs are met resulting in their efficiency and effectiveness of performance and adherence to ethical standards prescribed by the teaching profession. When the teaching force has desirable behavior toward the profession, teaching is enhanced and can result to better student achievement and school performance.

5. Motivational Needs satisfied why teachers stay with the profession

There were many motivational needs satisfied why teachers stay with the profession. Table 3 presents the level of motivational needs why teachers stay in the profession. The table shows an average weighted means of 4.69 equivalents to “very much agree”. It can further be observed from the table that the respondents have nine items with a rating of “very much agree” in the different items as indicated by overall weighted mean ranging from 4.13 to 4.83. This can be understood to mean that the respondents received the usual benefits like 13th month pay, cash gifts and bonuses. They enjoy leave credits like special leave, maternity leave, sick leave and vacation leave.

Further, teaching makes one happy because it satisfies one’s personal interest and growth. Teaching also provides rewards such as good pay, working conditions, and other physical necessities which are important. Besides, the social aspect of such working with co-teachers, students, parent and other stakeholders are important.



References

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Appendix A: Letter to Float Questionnaire



**URDANETA CITY UNIVERSITY
GRADUATE SCHOOL
Urdaneta City**



May 06, 2016

Dear Respondents,

Greetings!

I am honoured to have you as one of the respondents for my research entitled **THE TEACHING PROFESSION AND ETHICAL PRACTICES AS PERCEIVED BY THE GRADUATE SCHOOL STUDENTS.**

In line with this, I would like to ask for your support to such undertaking by answering the questionnaire-checklist attached. Rest assured that the answers and information that you will provide will remain confidential.

Thank you very much.

Sincerely yours,

(Sgd) CORAZON S. CATUBAY, Ed. D.

Researcher

Part I. The Teaching Profession as perceived by the Graduate School Students

Direction: The questionnaire contains concepts about the teaching profession. Please be honest with your perception about the statements as there are no right or wrong answers. Put a check mark (✓) after the item in the column that represents how strongly you feel about the statement by using the following scoring system.

- A – Very Much Agree
- B – Agree
- C – Moderately Agree
- D- Slightly Agree
- E – Do Not Agree

Why Consider Teaching As a Profession	A	B	C	D	E
Teachers are duly licensed.					
Teachers possess specialized body of knowledge					
Teachers adhere practice and observe to a set of ethical standards.					
Teachers take licensure examinations.					
Teachers have extended professional examinations.					
Teachers belong to a closely-knit organization.					
Teachers pay professional fees.					
Teachers file their income tax returns.					

Teachers have valid certificate of registration and license					
Teachers maintain the highest possible degree of morale and qualification standard attached to the profession.					
Reasons Why Teachers Stay in the Profession	A	B	C	D	E
Consider teaching as the noblest of all professions.					
Teaching is a social responsibility and service.					
Teachers offers a lifetime career.					
Teaching is a dignified means of earning a decent living.					
Teaching is a trustee of the heritage of the state.					
The quality of the nation depends on the teachers.					
Teachers help determine the future of the youth entrusted to them.					
Teaching gives a feeling of self-fulfillment and job satisfaction.					
Most teachers are look-up as models in the society.					
Teachers are expected to develop intellectually throughout his lifetime.					
Why Teachers Stay with the Profession	A	B	C	D	E
Teaching offers job security.					
Teachers receive salary increases based on their performance.					
Teachers receive additional compensation like clothing, hardship, hazardous allowance.					
Teachers receive extra bonuses like mid-year, 13 th month pay, and cash gifts.					
Teachers enjoy their leave credits like special leave and maternity leave.					
Teachers morale are being boost by their administrators by giving due recognition of their accomplishments and achievements					
Teachers are being sent to seminars and competitions be it local, national, and international.					
Teachers are given ample time to finish their post graduate courses.					
Teachers love to be in the company of people who inspire them to keep on growing.					
Teachers are encouraged to participate in professional organizations and gatherings recognized by the DepEd.					

Part II. Ethical Practices of Public School Teachers

Directions: Please rank the following statements on how you practiced in order of importance by placing 1 to 5 before the statements. Number 1 being the highest and number 5 the lowest.

Personal Beings ___ Practice self-respect ___ Portray personality worth emulation

 ___ Have faith in God at all times. ___ Make decisions based on reasons.

 ___ Compassionate and committed to the profession.

Social Beings

___ maintain harmonious relationships with superiors, colleagues, students, parents, stakeholders

___ participate in community activities that promote moral, social, political and educational betterment

___ extend assistance and services when needed

___ keep the community informed about school work needs and problems

Economic Beings

_____ maintain good reputation with respect o financial matters such as settlements of loans, debts and financial affairs

_____ engaged in legitimate income generation activities which does not affect their works as teachers

_____ exercise the right to engage in legitimate income generations

_____ do not engage enough as agent of commercial ventures

_____ helps promote local products of the community

Political Beings

_____ Practiced constitutional rights and responsibilities.

_____ Carry out the declared policies of the state and take oath to this effect.

_____ Transmit the cultural and educational heritage of the State

_____ Influence no one to follow any political course of action.

_____ Possess and actualized a full commitment.

ERelational Beings

_____ Supportive and cooperative with co-teachers in the best interest of the learners.

_____ Maintain cordial relations with parents.

_____ Understand and support the legitimacy and authority of the school head.

_____ Imbued with the idea of faith in one another, self sacrifice for the common good of everyone.

_____ Practiced freedom to attend church worship.

