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**PROFESSIONAL CONDUCT OF TEACHERS IN PUBLIC SECONDARY
SCHOOLS: BASIS FOR ENHANCED LEARNING ACTION CELL (LAC)
GUIDELINES**

A Thesis Presented

To the Faculty of

College of Graduate Studies and Teachers Education Research

Philippine Normal University, Manila

In partial Fulfillment of the Requirements for the Degree

Master of Arts in Education

with Specialization in Educational Management

FLORENCIO D. MUYO JR.

January 2022

APPROVAL SHEET

This thesis entitled “**PROFESSIONAL CONDUCT OF TEACHERS IN PUBLIC SECONDARY SCHOOLS: BASIS FOR ENHANCED LEARNING ACTION CELL (LAC) GUIDELINES**” prepared and submitted by **FLORENCIO D. MUYO JR.** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Educational Management**, is hereby recommended for approval and acceptance.



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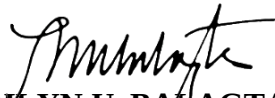
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ABSTRACT

NAME: FLORENCIO DADULLA. MUYO JR.

Title: Professional Conduct of Teachers in Public Secondary Schools:
Basis for Enhanced Learning Action Cell (LAC) Guidelines

Key Concepts: Professional Conduct
Licensed professionals
LAC discussions
Code of Ethics for Professional Teachers,
Enhanced LAC guidelines

Degree Program: Master of Arts in Education with Specialization in Educational
Management

Adviser: Maria Glenda O. De Lara, Ph.D.

Being duly licensed professionals, the level of professional conduct of teachers describes how they abide by the Code of Ethics for Professional Teachers (CEPT). The level of professional conduct of teachers is attributed to the practice of professional conduct in the schools. The study is a descriptive research using the measures of central tendency (frequency count, mean, weighted mean). Through purposive and convenience sampling techniques, 139 teachers served as respondents of the study. Results revealed that the level of professional conduct of the teacher-respondents is high (the teacher and the State, the teacher and the community, the teacher and the profession, the teacher and the associates, the teacher and the school official, the teacher and the learners, and the teacher and the parents) and the level of practice of professional conduct in the schools is also high. However, the attributes in moderately high level indicate the needs of the

teachers in professional conduct requiring an appropriate intervention. The overall results of this study were the basis for the development of enhanced LAC guidelines.

CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Problem

Every professional teacher aims to perform in accordance with the *Batas Pambansa Blg.232*, also known as “The Education Act of 1982,” which mandates that every teacher maintains professionalism and continuously pursues professional growth. Along this line, teachers must conform to a set of moral and ethical principles, values, and standards that the teaching profession requires. This means that every teacher must embrace, by heart, the Code of Ethics for Professional Teachers (CEPT) which is in line with the Philippine Professionalization Act of 1994. Any teacher can live up to this mandate by indulging in continuing education and development provided by the Department of Education (DepEd) through the Learning Action Cell (LAC) and In-Service Training (INSET).

DepEd Order No. 35, s. 2016 (the Learning Action Cell, as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning) helps concretize and realize Republic Act No. 10533, “Enhanced Basic Education Act of 2013” (DepEd, 2016) and Article XIV of the 1987 Philippine Constitution which states: “The State shall enhance the right of teachers to professional advancement. Academic and non-academic personnel shall enjoy the protection of the State” (Section 5, p. 51). It supports the continuing development of the DepEd teaching staff, centering on lifelong learning, along with

DepEd's endeavor to provide opportunities for the capability building development of teachers gearing towards improved practice and learner's advancement.

The LAC is a team of teachers who participates in collaborative learning work to address the challenges being encountered in school. It is led by a designated LAC Leader or a school head. The LAC serves as the school-based communities providing positive, gentle, and hazard-free spaces. Moreover, LAC aims to holistically nurture teachers so that they can support each other in dealing with challenges they face in school. Hence, each LAC focuses on continuously improving the content and pedagogical knowledge, practice skills, and attitudes of teachers. In addition, it also aims to promote professional collaborative spirit among school heads, teachers, and the community.

In details, the LAC discusses the content and pedagogy of the K to 12 Basic Education Program, learner diversity, student inclusion, 21st-century skills and ICT integration in instruction and assessment, assessment and reporting, curriculum localization, indigenization, and contextualization. Moreover, the LAC may also explore how community partners can extend support in the implementation of the curriculum, and how the LAC sessions can assist professional growth of the school staff. Emerging and urgent challenges affecting teaching and learning can also be included in the LAC sessions. The LAC may also involve analysis of school data that can go beyond school attendance, participation, child-finding activities, completion and assessment, and programs to be offered (to include more learners in schools), results-based activities, technologies, and school successes. The topics for the LAC may be determined by the teachers themselves under the general guidance of the school head or LAC leader. The LAC members are

expected to identify and address professional needs and prioritize issues in the LAC sessions. The identified needs could be in different forms—classroom observation results, self-assessment tools, surveys, critical reflections, research-based teacher instructional needs, students’ assessment results, etc. The recommended time for a LAC session is one to two hours a week or at least once a month: however, LAC members can decide on the length and frequency of the meetings. To encapsulate, LAC is a platform provided by DepEd for the discussion of varied topics for the development of knowledge, skills, and attitudes of the teachers. Hence, the CEPT can be a regular topic in school LAC sessions to reinforce teacher’s awareness on professional conduct.

Another platform that aids teacher professional development is the INSET. DepEd Order No. 32, s. 2011 focuses on policies and guidelines on training and development (T&D) activities and programs for capacity building of the DepEd employees. Like LAC, it aims primarily at promoting professional growth and continuous improvement and development of the teaching staff. However, the topics raised for training and workshop are based on the submitted reports of the schools or districts on the Learning and Development (L&D) proposals to the Human Resource Development (HRD) Section of the School Governance and Operation Division (SGOD). These topics include those based on the consolidated and analyzed school’s development needs—usually, from the Individual Performance and Commitment Review Forms (IPCRF) and key result areas (KRAs) like content knowledge and pedagogy, diversity of learners and their learning environment, curriculum and planning, assessment and reporting, and the plus factor (DepEd Isabela, 2019).

Professionalism and ethics are core behavioral competencies that need to be imbibed by every teacher. However, it seems that both the LAC and INSET broadly determine the areas of ethical standards of the CEPT to be included in trainings, discussions, and workshops. Thus, teachers thorough understanding of the CEPT can vary from one school or district to another. This also means that there is a chance of overlooking at the details of the CEPT for the continuous learning and development of teachers. As professionals, the teachers must exercise their duties and responsibilities ethically; hence, they should have a complete grasp of the following: (a) the teacher and the state, (b) the teacher and the community, (c) the teacher and the profession, (d) the teacher and the associates, (e) the teacher and the school official, (f) the teacher and the learners, and (g) the teacher and the parents.

Teacher education programs have an ethical obligation in making their students acquire basic mastery of the code of ethics which includes adherence to professionalism, expectation of society, the standards of the teaching profession, public interest, moral duties, and public trust (Maxwell, 2017). Thus, to keep professional teachers aware of these expectations while they practice their profession, a regular integration or inclusion of topics on professional conduct of teachers during trainings, workshops, and/or discussions is a worthwhile endeavor. Moreover, investigating how schools provide in-service training to the employees on code of ethics and standard practices is helpful and meaningful to the achievement and maintenance of teacher professionalism (Davenport et al., 2015) which is important to the welfare of all those who are involved in the teaching and learning process (Hutchings, 2009).

Enhancing LAC and INSET, by planning and scheduling the regular inclusion of CEPT topics, is an effective scheme to map out the growth and development of teachers as regards professionalism. This study is geared to determine the professional conduct of the teachers as the basis for the enhancement of LAC guidelines. Teachers' shared values in schools require much attention because teachers' moral and ethical sensitivities correlate to the teaching and learning process (Forster, 2012). Teachers must demonstrate honesty, respect, and integrity. Hence, periodical prompts and review of the CEPT are imperative.

Literature Review

This section presents discussions relative to this study. These are as follows: Mandates on the Professionalization of Teachers, Concepts of Code of Ethics of Teachers, Background Knowledge of Teachers about Code of Ethics, Vulnerability of Teachers to Malpractices or Unethical Conducts, Influence of School Heads on the Professional Conduct of Teachers, Obligations of Teachers, Motivation for Work of Teachers, and Learning Action Cell (LAC) Activities.

Mandates on the Obligations and Professionalization of Teachers

The Code of Ethics for Professional Teachers (CEPT) emphasizes that teachers are duly licensed professional individuals who have good reputation and dignity with high moral values, as well as professionals with technical competence in the exercise of their noble profession and that they strictly uphold, observe, and practice alongside the set of moral and ethical standards,

principles, and values contained therein. Furthermore, Republic Act No. 7836, also known as the “Philippine Teachers Professionalization Act of 1994,” stipulates the importance of strengthening the supervision and regulation of practice of teaching in the Philippines, requiring a licensure examination for teachers. It emphasizes that the State acknowledges the vital role of the teachers in the building and development of the nation, aided by the responsible literate citizenry. Because of this, the State ensures the promotion of quality education by the proper regulation and supervision of the licensure examination and the professionalization of teaching. Section 13, Article III of this Act (Examination and Registration), states that any person can practice as a professional teacher, in the Philippines, after acquiring a valid certificate of registration and a professional license from the Commission, except or otherwise permitted under this Act. Section 15 (Applicants’ Qualification Requirements), on the other hand, emphasizes that an applicant cannot take the professional examination without complying with the following requirements: (1) A Filipino citizen or a foreigner whose country has reciprocity with the Philippines in the practice of the teaching profession; (2) At least eighteen (18) years old; (3) Healthy and with good reputation and high moral values; (4) Not convicted by a court for an offense involving moral perversion; (5) A graduate from an educational institution acknowledged by the government and has the minimum educational qualifications—(a) A bachelor’s degree in early childhood education (BECED) or its equivalent for the teachers in preschool; (b) A bachelor’s degree in elementary education (BSEED) or its equivalent for teachers in the elementary grades; (c) A bachelor’s degree in education or its equivalent with a major and minor, or a bachelor’s degree in arts and sciences with at least ten (10) units in professional education for teachers in the secondary grades; and (d)

A bachelor's degree in the field of specialization or its equivalent, with at least eighteen (18) units in professional education for teachers of vocational and two-year technical courses. Furthermore, Section 17 (Certificate of Registration Issuance and Professional License), stipulates that every registrant who has complied with all requirements specified in this Act will be issued with a certificate of registration as a professional teacher having his or her full name with serial number and date of issuance signed by the chairman of the Commission and the chairman, vice-chairman, and members of the Board, bearing the official seal, as proof that the person named therein is entitled to practice the profession with all the rights and privileges. This certificate will be valid until withdrawn, suspended, and/or revoked following the law. Signed by the chairman of the Commission, a professional license bearing the registration number, date of issuance, and date of expiration will likewise be issued to every registrant who has made a payment of the annual registration fees for three (3) successive years. Having this license, the licensee can lawfully practice his profession until the end of its validity. Likewise, every registrant takes his or her professional oath before he or she can practice his or her profession as a professional teacher (Article III, Section 18, Oath before Practice). Lastly, Section 23 (Revocation of the Certificate of Registration, Suspension from the Practice of the Teaching Profession, and Cancellation of Temporary or Special Permit), stresses that after due notice and hearing, the Board for Professional Teachers have the power to suspend or revoke the certificate of registration of any registrant, to reprimand or to cancel the temporary/special permit granted to him or her for any of the following causes: (1) Convicted by a court for any criminal offense; (2) Unprofessional, immoral, or dishonorable conduct; (3) Declared by a court being insane or mentally unsound; (4) Gross

incompetence or negligence, malpractice, or grave ignorance of the practice of the teaching profession; (5) Fraudulent or deceitful means of obtaining a certificate of registration, professional license, or special/temporary permit; (6) Chronic drunkenness or habitual use of drugs; (7) Infraction of any of the provisions of this Act, rules and regulations, other policies of the Board and the Commission, and the code of ethical and professional standards for professional teachers; and (8) Deliberate failure to attend seminars, workshops, conferences, and others or the continuing education program prescribed by the Board and the Commission.

The CEPT and Republic Act No. 7836 prove that becoming a professional teacher is a complex process that entails the call for authority, responsibility, and accountability in the practice of the profession. Living up to the expectations of being a professional teacher is crucial and must never be taken for granted.

Concepts of Code of Ethics of Teachers

The code of ethics of teachers is a guide to exhibit acceptable behavior in the practice of the teaching profession. Complete understanding and adherence to the code of ethics is essential to promulgate good and ethical teaching practices. Ethics is connected with good leadership of an organization (Sagnak, 2017) because ethical leadership spells out proper behavior towards others (Philipp and Lopez, 2013). Calabrese and Roberts (2001) and Lu and Lin (2014) mentioned that the thought of ethical leaders will influence the subordinates' behavior by becoming models to them. This emphasizes the importance of ethics in terms of leadership. Grojean et al. (2004) stressed that leaders must take the responsibility to set or apply the standards of morality and ethical

behaviors that will guide their subordinates in carrying out their work. Leaders have a vital role to play in their organizations. They can establish an organizational culture that can become the main source of either ethical or unethical behavior. A leader's behavior is a potent communication mechanism that sustains the organizational culture's assumptions, values, and expectations. Hence, the behavior of a leader is influential to his/her subordinates' behaviors: strategic leaders create and administer the organizational culture and climate that constitute the organization's ethical value system. Ethical leaders set the standards, promote and reward ethical conduct, and give disciplinary actions to those who do not comply with these standards (Brown et al., 2005). They use rewards and punishments to promote ethical conduct. They make decisions following ethics, creating a just and principled system of leadership within the organization. Hence, strong ethical culture in an organization makes members feel safe because ethical leadership positively relates to organizational ethical culture, psychological safety, and teachers' voice behavior. Similarly, Brown and Mitchell (2010) and Brown and Trevino (2006) mentioned that ethical leaders possess the characteristics and principles of honesty, trustworthiness, fairness, and compassion for other people. As moral managers, ethical leaders set the ethical standards of the organization, get subordinates to practice these standards using rewards and punishments, and keep standards on the agenda by advocating ethical values (Brown & Trevino, 2006). Ethical leaders are most likely to affect organizational culture and subordinates' behaviors (Trevino et al., 2003). Ethical leaders play an important role in developing, constituting, and maintaining an ethical culture. Thus, when

a person, in the leadership position acts ethically, an organizational good culture exists (Huhtala et al., 2013).

Ernest (2019) believes that ethics is meant to teach students to enhance their knowledge and skills so that they live in harmony with others and the society. Ethics is about the good conduct of a person, behaving in a way that is beneficial to himself/herself and to others. Thus, ethics applies to all aspects of human life, both personal and professional. The primary ethical responsibility of a person to another person is a lifelong commitment of treating others with respect. Hence, every professional has ethical responsibilities to (1) support coworkers, (2) participate in improving the institution and its goals, (3) perform his or her professional duties to the best of his or her abilities, (4) develop and improve his or her profession and its standing in the society. Moreover, all human beings have responsibilities to the society and the environment. Humans are social beings who exist through how they relate to the world. No person can exist without the care and support of others. Hence, a teacher is expected to establish good rapport with his/her students, co-teachers, administrators, and all the school stakeholders. A teacher is expected to be respectful, honest, caring, and supportive. Thus, a teacher needs to understand all the implications of his/her actions.

Torres et al. (2015) described “ethics” as the study of right versus wrong. Dewey (1903) underscored the duty of the schools to integrate ethics in every function of education. The school is an institution established by the society to do a specific task such as to exercise a specific function in promoting the life and welfare of the society. Rebore (2001) discussed ethics as an “extremely complex enterprise” affecting a person’s choice of action in difficult situation. Ethical

preferences, on the other hand, relate to three questions. These are: (1) What does it mean to be a human being? (2) How should human beings treat one another? (3) How should the institutions of society organize themselves? Stefkovich (2006) explored the ethics of the profession and stressed that teachers and leaders struggle with the differing views of justice, care, and critique, which may spark tensions between the professional ethical codes and beliefs of the individual. The result of the study revealed that teachers have done academic dishonesty. To address this issue, the following are recommended: (1) the discussion of professional code of conduct can be a basis for decision making (Kahle, 1983; Sims, 1994); (2) administrators should familiarize themselves with the various ethical dimensions (Shapiro & Stefkovich, 2005) that require a choice or action; (3) the school districts should promote learning experiences and introduce teachers and leaders to complicated situations (Kahle, 1983; McIntyre-Mills, 2008; Rokeach, 1973; Sims, 1994); and (4) leaders should apply a multidimensional ethical framing as a context to explore challenges (Begley, 2006; Kahle, 1983; Shapiro & Stefkovich, 2005). In addition, Hatch (2000) suggested that professional growth and development of teachers can be meaningful in designing activities that reflect the needs of the context. Hence, school administrators should engage teachers in a dialogue to diminish academic misconduct and to apply ethics as a multidimensional frame to make wise decisions and choices.

Unlu (2018) stated that fulfilling professional ethics is a question on behavior, whether one conforms to the ethical standards or not; thus, by applying occupational ethics, the interest of the profession prevails. As regards occupational ethics, it would be beneficial to think that whether a behavior is ethical or not, the profession's basic ethical rules would put limit to it. Furthermore, in

education, teachers must offer education and training services to their students in a professional manner because teaching is a mission to those who choose this profession and aim to teach and make a living from it. This means that teachers must model ethical behavior to the society in which they belong; they need to be cognizant of the needs to set behavior standards in society. Teachers are the educators of all other professions. This means that all segments and professions of the society are rooted in basic education. Hence, teaching is a sacred duty of teachers to society, with a guiding educative role. To recapitulate, the value of occupational ethics is to encourage teachers to be sensible ethical individuals. Their responsibilities extend beyond themselves. They are also responsible for the welfare of their students and their families, colleagues, the institution where they work, and the society they belong in. In this regard, the teaching profession demands more responsibilities than those of the other professions.

Davenport et al. (2015) believed that the importance of training in ethics goes beyond the educators' interactions with their students. It also includes interactions with fellow professionals and the society. Ethics training is an essential part of the course of educating teachers and school administrators to ensure that teachers are suitably prepared to make professional decisions (Beck & Murphy, 1994; Hutchings, 2009). Educators should be aware of their biases and prejudices, and how they would apply ethical principles in decision-making situations (Winston, 2007). This means that educators should not give professional decisions based on their emotions or their personal biases. Soskolne (1985) stated that a code of conduct could be a guide to members of the profession who might be experiencing moral or ethical problems in a particular situation. The code is the foundation of the professional ethics program; hence, it is designed to provide ethical

standards to the members of the profession (Gellermann et al., 1990; Hall, 1993). In this regard, educational training should provide specific instructions in making ethical decisions derived from the educators' code of ethics. The three components of ethics training include (1) internship program handled by seasoned educators that model the best practices needed for the profession; (2) ongoing professional growth and development with specific training that involves human activities and human responsibilities; and (3) the development of a literature that espouses knowledge of ethical leadership challenges, best practices, and developments. Thus, ethics training is crucial to educating administrators and teachers because of the knowledge it provides on how ethical leadership theory influences leadership behavior and outcomes of organizations (Rebore, 2001). Moreover, Northouse (2013), who traced ethics way back to Plato and Aristotle, defines ethics as a moral compass framing an individual's conduct based on morals or virtues. Likewise, Chitpin and Evers (2014) posit how ethical morals and virtues guide one's actions based on the generally accepted principles that distinguish right from wrong. As a result, ethical leadership is a kind of leadership that is grounded in ethical values and beliefs for the rights and dignity of others (Brown et al., 2005).

Forster (2012) stated that while principles of action anchored on the code of ethics guide the teachers, certain instances allow them to make use of personal ethical judgment anchored on character traits, such as integrity and respect that are considered core to the profession. Ethical knowledge goes with professional knowledge, affirming that moral motivations do not exempt pedagogical choices (Campbell, 2003; Lyons, 1990). Glegg (2003) and Lovat and McLeod (2006) found out that teachers have been moral exemplars who are engaged in the improvement of their

society and individual character, taking the role of knowledge providers. Similarly, Campbell (2006) affirmed that teachers act as both values educators and moral agents. Codes of professional ethics for teachers provide opportunities to distinguish broad-based morality from the specific contribution the teachers make to their society. Hence, knowledge of ethical action and professional action are inseparable because they both enhance ethical dialogue in teaching and can offer an important contribution to the value of education. Given the trends towards universalization of professional ethics in teaching, multiple voices could be part of a dialogue. This dialogue is essential to the development of public trust to the teaching profession. The nature of ethics in education, on the other hand, discourages teachers to engage in a dialogue resulting in varying understanding of educational value.

Ashraf et al. (2018) described that professional conduct is all about the how, the when, and the what to do to get into a particular context of teaching and learning. In line with this, Green et al. (2007) believed that professional conduct is all about following a code of ethics in a workplace. One obligation of a teacher in this sense is developing a fair, useful, feasible, and accurate test/assessment. Hammer (2000) explained that professionalism is reflected by the students' attitudes and behaviors as they see role models in the professional and academic environments, building either positive or negative social/professional attitudes. Moreover, Kanakri (2017), Richards and Nunan (1990), and Salmani Nodoushan (2006; 2008; 2011) revealed that teaching is a behavior towards professionalism—which considers providing inexperienced teachers with activities through which they can enhance their skills and competencies that experienced professionals normally use. Thus, the content, as one of the areas of code of ethics in testing, could

be a sole significant predictor of professional behavior because it consists of aims and values (why), practical aspects (how). However, fairness and honesty, keeping professional knowledge, collaboration, adherence to regulations, and respect and professional relationship with students are deemed to be not significant predictors of teachers' professional behavior. Similarly, Yazdanmehr and Akbari (2015) and Brophy (1979) found out that instructional goals and activities—which are set following the student's level, needs, and content—lean towards professional teaching perspective, leading to better achievement of learners.

Ethical practice in school has six dimensions which include teachers' professionalism, caring about pupils, collegial relationships, parental and community involvement, and respecting the rules and regulations of the school (Shapira-Lishchinsky, 2020). School heads expect professionalism from teachers. This is to maintain high ethical standards. Teachers are expected to engage themselves in ongoing professional growth and development, and at the same time to serve as role models to others, in and out of the school. This includes caring about pupils' well-being, learning, and achievements. A teacher's collegial relationship ensures collaborative learning with colleagues which also includes ethical aspects of caring about colleagues. It is important to note that principals exhibit unbiased treatment of their teachers; they also need to respect the privacy and discretion of these professionals. Parental involvement, on the other hand, highlights the importance of communication with parents about their children's academic status and well-being. It also includes maintaining confidentiality and advocating parental authority and responsibility toward the learner. Moreover, community involvement centers on the school's contribution to the community and vice versa. The school's contribution to the community gleams from the school

principal who promotes activities, creating a democratic community that prepares pupils to work and be accepted in the community. The community's contribution to the school gleans from the promotion of equal opportunity for all through school programs supported by the community. Lastly, respecting the rules and regulations of the school focuses on the school regulations that protect the rights of the pupils and those of the teaching personnel—promoting obedience to the rules.

Professional ethics is a guide for teachers, aimed at providing quality education and inculcating good values among the learners (Sherpa, 2018). Professional ethics remind teachers to bring desirable changes or improvements in the behavior of their students. It also helps them understand the nature of their profession. Teachers must not appear supreme and autocratic in front of their students and colleagues; they should be able to build good rapport with all the school stakeholders, treating their learners and colleagues with affection, care, and commitment.

Background Knowledge of Teachers about Code of Ethics

Maxwell (2017) discussed that be it in teaching or in any other profession, the codes of ethics have two interrelated reasons why they exist: to support public trust in the profession and to sustain professional conduct (Abbott, 1988; Banks, 2003). The codes of ethics support public trust by setting the ethical and moral standards for professionals. It is an agreement between a group of professionals who provide an important public service like health care, education, or legal advice (Carr, 2000) and those who need their services. The code of professional conduct assures the public of the trustworthiness of the profession by which the conduct of professionals must be consistent.

It is along this line that the code of ethics regulates professional conduct. The institution that oversees the code of professional conduct guarantees that members of the profession will be accountable to the standards embodied in the code. It ensures responsibility and trust between the professionals and the public (Abbott, 1988; Banks, 2003).

Evident in teacher education program is the focus on the possession of the knowledge of subject matter and methodological adeptness of teachers, as well as the acquisition of ethical dispositions and moral manner to teach in ways aligned with what is good, right, virtuous, and caring (Osguthorpe, 2013). Hence, teacher education program must (a) subscribe to a set of theoretically grounded ethical dispositions, (b) assess dispositions of teacher candidates in connection to actual teaching, and (c) develop dispositions in direct, open, and transparent ways. The importance of creating a meaningful approach to dispositions is crucial because many of the difficult problems in teacher education often stem from dispositional issues with teacher candidates. Sanger and Osguthorpe (2011) said that there is less attention paid to the ethical and moral work of teaching in most teacher education programs. Moreover, Fenstermacher and Richardson (2005) mentioned that quality teaching is both morally good and successful. Quality teaching is content appropriate, proper, and purposeful using methods that are morally acceptable and reasonable. Successful teaching yields the intended learning. For teaching to be both morally good and successful, teachers should possess the moral dispositions that inform morally defensible teaching. Lack of moral disposition, then, leaves vacuous teaching and renders ineffective teaching. Thus, adherence to the code of ethics is highly dependent on teacher's knowledge of its contents, observation, and practice of the code.

Vulnerability of Teachers to Malpractices or Unethical Conducts

Karatas et al. (2018) explained that unethical conduct manifests conflicts, aggressive behaviors, and behavioral problems that occur in an organization or institution for a lot of reasons. Unethical conducts are interpersonal behaviors that cause infraction of generally accepted social rules of conduct (Lefkowitz, 2006). Moreover, Demircan (2003) explained that ethical perceptions of employees are vital to organizational efficacy and productivity. Environments with no organizational ethics can disrupt human relations and weaken intra-organizational trust. Unethical conducts in administration involve relations of interest that manifests favoritism and discrimination. Hence, to counter this, (1) there should be ethical committees composed of internal and external school stakeholders, (2) the principle of merit should be the basis for appointing school administrators, (3) school administrators should treat employees equally despite their political, ethnic, gender, religious or regional differences, and (4) school administrators should promote the ethical rules and exemplify fulfillment of their duties.

Influence of School Heads on the Professional Conduct of Teachers

Ernil and Ozbelin (2017) discovered that there is a high level of significant positive relationship between the ethical leadership behaviors of principals and the positive climate practice levels at primary education institutions. Positive climate practices enhance the school principals' ethical leadership qualities. The high level of correlation signifies that ethical leadership exerts a powerful influence over the school climate. Esmaelzadeh et al. (2017) found out that ethical leaders can enhance the organizational climate composed of job environment, communication, and ethical

climate. Hence, ethical leaders must build an environment in which organizational trust and solidarity are standardized, a working condition that would increase employees' interest in the environment. This means that the ethical behavior of an organizational leader and the strategies he/she adopts play a significant role in achieving his or her organization's goals in a coordinated manner. Principled ethical organizational leaders respect their employees' rights by treating them fairly. Leadership behaviors can create and promote an ethical climate in an organization (O'Connell & Bligh, 2009). The teachers' behaviors and values should be consistent with supervisory and administrative undertakings in the strategic management of schools (Beard, 2002). Hence, an effective leader takes an active role in creating an organizational climate laden with ethical principles, exhibiting balanced individual and organizational values within the organization and providing positive guidance for the members of the organization (Schwepker, 2001).

Toytok and Kapusuzoglu (2016) found out that teachers' perception on the ethical leadership behaviors of the school managers are high. Dhar (2016) affirmed that ethical leadership behaviors provide motivations to obtain employees' commendable performances and innovative behaviors in an organization. In addition, Stouten et al. (2013) said that although ethical leaders are stable and intransigent persons, ethical leadership behaviors may still result in employees' perverted behaviors. However, the more leaders develop and demonstrate their ethical behaviors, the more they can positively influence organizational culture. Sisman (2011) explained that organizational management includes not only the management of visible resources but also the management of organizational members' behaviors.

Leadership requires high moral and ethical standards (Eisenbeiss, 2012) because ethical principles ensure that managers do not only abstain from disputable decisions but also avoid deplorable actions to appear right. Such principles also serve as an important compass showing others what is right and pleasant. Therefore, Ozbag (2016) concluded in his research that ethical leadership covers two important dimensions: personal and administrative moral dimensions. While its first dimension reflects personal values such as honesty and dependability, its second dimension aims to discourage the involvement of workers in unethical behaviors. Brown et al. (2005) defined ethical leadership as interpersonal relationships, requiring normatively appropriate conduct through personal actions and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making.

Katranci et al. (2015) described school leadership as a kind of ability of the school principals to inspire teaching and non-teaching personnel to achieve common organizational goals. In addition, the school principals' leadership traits are the most effective factors that provide significant impact on the teachers' perceptions. Thus, leadership is the act of influencing activities of a group focused on goal setting and goal achievement (Stogdill, 1950). Similarly, Tannenbaum et al. (1961) defined leadership as an interpersonal influence directed towards the attainment of specified goals. Hollander (1978) considered leadership as a process of influence between a leader and his/her followers. For Dubrin (2007), leadership is an effort to put control of other people's actions. The ability to lead other people effectively is a distinct feature needed at all kinds of organizational levels. Values and ethics are indispensable elements of leadership and management (Hodgkinson, 1991). Ethical leadership includes a demonstration of normatively appropriate

actions and promotion of such actions among followers. The leader's effectiveness inspires the followers to be honest and trustworthy (Moorhouse, 2002). Ethical leaders would contribute to organizational effectiveness by creating a sense of shared core values supporting the mission, vision, and strategies of the organization. The ethical framework created by the leader would help and guide the members regarding the values and ethical codes of the organization. Members would learn about ethical standards by observing leaders' ethical actions (Gill, 2006; Kim & Brymer, 2011). In this regard, school leaders imbued with authority, responsibility, and accountability on school management and supervision play an important and great role in advocating the consistent demonstration of ethical standards.

Obligations of Teachers

Professional teachers imbue themselves with obligations to model ethical behavior for the best interest of the state, community, profession, associates, school officials, learners, and parents. Hence, in doing so, they fulfill their oath.

B.P. 232, Section 16 states that the teachers shall perform their duties by discharging their responsibilities following the philosophy, goals, and objectives of their schools. They are accountable for the efficient and effective attainment of specified learning objectives in pursuance of the national development goals within the limits of available school resources. They must assume the responsibility to maintain and sustain their professional growth and advancement, as well as maintain professionalism at all times.

Al-Hothali (2018) perceived education as the fundamental pillar of professional development, with the teacher as the most important potent agent for the achievement of social progress, preparing a generation with ideological, spiritual, emotional, and moral values in line with the goals and aspirations of the community. Capli (2015) explained that teacher's role in the education process is always entangled with moral dimension, since teachers provide the link between the school and the society. He/she who teaches his/her students organizes educational activities and cooperates with the families of his/her students in raising and taking care of children, cultivating moral and strengthening moral values. A teacher imbued with moral and scientific competencies is powerful enough to influence the next generation of society members. Capli (2015) believes that the code of ethics of the teaching profession strictly guides the educational process, keeping out deviations about it. Thus, the code of ethics is a necessity to all professionals, most especially educators, who are sincere of their role in shaping individuals for a better society. Ethics regulates the behavior of the professionals and preserves the continuity and ideals of the profession (Deshach, 2014). Hence, teaching ethics is crucial to the promotion of ethical practice of teachers (Forster, 2012). Likewise, Afifi (2005) states that code of ethics somehow leaves a space for teacher's sound discretion.

Bergman (2013) raised the following teaching and learning implications: (1) Teacher education programs should conform to ethical standards. They should provide pre-service teachers opportunities for extension, review, and assessment of ethical standards because it will not only heighten the preservice teachers' awareness of ethical issues but also develop pragmatic skills. (2) Preservice teachers need additional investigation and exposure to ethical student evaluation

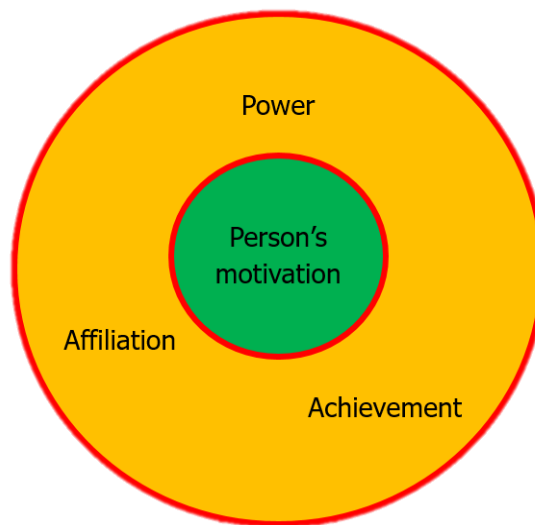
practices. Accountability, standards, and assessments are the ongoing educational reform efforts they should know. (3) Teacher educator programs should plan how to effectively incorporate ethical practices in induction programs. Coursework for the pre-service teachers should include opportunities that spell out explicit attention to ethical principles because the ethical responsibilities of teachers include an obligation to extend help to students to learn. In this regard, they should manifest maintaining regular work hours, knowledge of students, planning and teaching with care, reflecting and improving teaching strategies, collaborating with colleagues and parents, and positively addressing disagreements (Wynne, 1995). Teachers are moral agents and models for their students (Campbell & Thiessen, 2001). In the classroom and beyond, teachers are exemplars of ethical behavior who can clearly distinguish between right and wrong. The teachers contribute to the social, moral, intellectual, and physical development of children (Thompson, 1997). Teaching ethics in education comes in various ways, involving the use of case studies, direct instruction of specific professional criteria, conflict resolution, role-playing, exemplars, and problem-solving strategies (Bebeau et al., 1999; Benninga, 2003). In addition, Bergman (2018) pointed out that the expectation of teachers to determine and enact ethical behavior intensifies their visible role in society. Many parents and stakeholders expect teachers to act as moral agents and models for their students (Campbell & Thiessen, 2001). This means that the teachers become exemplars of ethical behavior who can clearly and confidently promote moral and ethical actions.

Motivation for Work of Teachers

Teachers can perform their duties and responsibilities very well when they are motivated. When this happens, they become ethical as well. Psychologist David McClelland (BusinessJargons) believes that specific needs of the individual happen over a period and get molded with one's life experiences. The three basic motivating needs of an individual are (1) a need for power, (2) a need for affiliation, and (3) a need for achievement.

Figure 1

Power, Affiliation, and Achievement as a Person's Motivation for Work



1. *Need for power.* Power is the ability to induce or influence the behavior of other people.
2. *Need for affiliation.* Affiliation is the ability to maintain a harmonious relationship with other people and the need to feel accepted by them.

3. *Need for Achievement.* Achievement is the ability to obtain immediate feedback from other people for the work done to know its progress towards the goal.

The professional teacher will have the power to influence other people through meeting their expectations about him or her, observing high ethical standards in areas such as (a) the teacher and the state, (b) the teacher and the community, (c) the teacher and the profession, (d) the teacher and the associates, (e) the teacher and the school official, (f) the teacher and the learners, and (g) the teacher and the parents. By practicing ethical standards in these areas, the teacher will be able to create an image of a person with authority, responsibility, and accountability worthy of emulation, and one who deserves respect.

Learning Action Cell (LAC) Activities

The Learning Action Cell (LAC), which primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education, 2016), plays an important role in deciding on the growth and development of teachers. It decides on priority topics for discussions.

According to Gumban (2019), the extent of participation of teachers in the School Learning Action Cell (SLAC) activities is high. The level of work performance of the teachers in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting are all very satisfactory. Moreover, Gumban and Pelones (2021) found out that teachers are highly involved in SLAC activities to ensure professional growth, quality teaching, collaboration, and problem-solving, and school development programs. The performance of the teachers at work is very satisfactory in all its indicators: content knowledge

and pedagogy, learning environment and learner diversity, curriculum and planning, and assessment and reporting. When teachers participate in SLAC activities, their work performance increases. Similarly, Vega (2020) found out that the teachers believe that Learning Action Cell is significant for the professional development and growth of teachers. The Learning Action Cell (LAC) provides many benefits to teachers in the concept of science and teaching strategies. However, the means of implementation of the LAC needed clear orientation on the objective and goals of the policy. The topics in the LAC session particularly on learner diversity and student inclusion, assessment and reporting, localization, and indigenization need further discussions as priority topics. Thus, LAC discussions on some important topics, including the professional conduct centered on the CEPT, allow the teachers to become well-rounded individuals who are equipped with the knowledge, skills, and attitude they need to make them perform their duties and responsibilities at their best. The teachers' knowledge of what CEPT is, what it is for, and how it is put into practice is the key to attain informed practice. If they have an understanding of the importance of the CEPT in the practice of their profession, they surely are not prone to malpractices. The school heads (the stewards of quality education and services in their schools through their institutional and instructional leadership) and the teachers have the responsibility and accountability to work harmoniously with each other.

Conceptual Framework

This study espoused the transformative learning theory by Mezirow. Mezirow describes transformative learning as the learning that transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change.

Transformative learning occurs when a person faces a “disorienting dilemma,” an experience that does not relate to his or her current beliefs on something. When face with such a dilemma, an individual tries to reconsider his or her own beliefs to fit the new experience. This often happens through “critical reflection” in the context of a dialogue with other people (Learning-Theories.com). In this study, the problematic frame of reference or disorienting dilemma is the rare chance of the teachers to revisit the Code of Ethics for Professional Teachers.

This study also adhered to Human Capital Theory (HCT) which promotes investment in the development of human capital through education, skills, work productivity, and creativity (Almendarez, 2011). Zidan, (2001) emphasized that the human capital must be educated, trained, and developed within the system of an organization to enhance productivity in the organization through the expertise of its workforce. In schools, LAC session is an avenue readily available for this kind of human capital investment. DepEd Order No. 35, s. 2016 on LAC as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy supports the continued professional growth and development of DepEd teaching personnel based on the principle of lifelong learning and DepEd’s commitment to the development of teachers’ potential that is geared towards getting improved practice. This development of the teachers’ potential becomes holistic if desirable professional conduct of the teachers in the workplace and in the workforce prevails.

Figure 2

The LAC Guidelines Enhancing Process



Figure 2 presents the process of enhancing the LAC guidelines. It commences with identifying and analyzing the professional conduct of teachers as well as the practice of professional conduct in schools.

Research Problem

This study identified and analyzed the professional conduct of the teachers in Romblon District Secondary Schools as well as the practice of professional conduct of teachers in the schools to enhance the LAC guidelines. Specifically, it sought to answer the following questions:

1. What is the level of professional conduct of the teachers in terms of (a) the teacher and the state, (b) the teacher and the community, (c) the teacher and the profession, (d) the teacher

and the associates, (e) the teacher and the school official, (f) the teacher and the learners, and (g) the teacher and the parents?

2. What is the level of practice of professional conduct of teachers in the schools?
3. What enhanced Learning Action Cell (LAC) guidelines can be proposed to address the needs of the teachers as regards professional conduct?

Definition of Terms

Code of Ethics for Professional Teachers (CEPT). It refers to the set of ethical and moral principles, standards, and values each licensed professional teacher should practice in service.

Enhanced Learning Action Cell Guidelines. It refers to the learning action cell guidelines developed based on the results of the study.

Learning Action Cell (LAC). It refers to the group of teaching personnel led by the school head or LAC Coordinator who engages in a collaborative learning session to solve shared problems affecting the teaching and learning process in school.

LAC discussion. It refers to a gathering or meeting of teaching personnel, organized by a LAC Leader or Coordinator, aimed at discussing important matters, to resolve shared problems affecting teachers' professional conduct and performance.

Participant. It refers to the teacher selected to respond to the questions in the survey questionnaire.

Professional conduct. It refers to professional ethics demonstrated by the participants in this study as they practice their profession.

Professional ethics. It refers to the set of acceptable behaviors in the conduct of a specific profession like the teaching profession.

CHAPTER 2

METHODOLOGY

Research Design and Method

This study employed a descriptive research design that explains relationships, tests hypothesis, makes predictions, and draws meanings and implications from the results (Navarro & Santos, 2011). Descriptive procedure describes systematically a situation or an area of interest factually and accurately (Aquino, 1992). Paler-Calmorin (2016) explains that there are nine types of descriptive research, one of which is a descriptive survey. This type is suitable whenever the subjects differ among themselves and one is interested in knowing the extent to which different conditions and situations are obtained.

Specifically, this study described the level of professional conduct of the teachers, as well as the level of practice of professional conduct in the schools, and the needs in professional conduct of teachers for further LAC discussions in the public secondary schools in Romblon District in School Year 2020-2021. Based on the results, the enhanced LAC guidelines were developed.

Sampling and Participants

According to Paler-Calmorin (2016), purposive sampling is used in choosing certain persons as samples depending upon the researcher's purpose. In this study, purposive sampling was used to specifically identify the participants, and at the same time, set the limit of the views of the participants pertinent to the study. Moreover, convenience sampling, recruiting participants

who willingly agree, was another sampling technique used in this (Fraenkel & Wallen, 2010). Hence, 139 teacher-participants from the public secondary schools in Romblon District were the respondents of the study. Tables 1 to 4 show the teachers' demographic profile.

Table 1

Schools of the Participants/Teachers

Schools	Frequency (N=139)	Percentage
A	67	48.20
B	23	16.55
C	10	7.19
D	23	16.55
E	5	3.60
F	11	7.91
Total	139	100

Table 1 presents the participants from public secondary schools. 67 (48.20%) of the teachers were from School A; 23 (16.55%) were from School B; 10 (7.19%) were from School C; 23 (16.55%) were from School D; 5 (3.60%) were from School E, and 11 (7.91%) were from School F. This implies that most of the teachers are from School A and the least of them are from School E.

Table 2*Genders of the Participants/Teachers*

Genders	Frequency (N=139)	Percentage
Female	87	62.59
Male	48	34.53
Bisexual	2	1.44
Gay	2	1.44
Total	139	100

Table 2 exhibits the specific genders of the participants. 87 (62.59%) were females; 48 (34.53%) were males; 2 (1.44%) were bisexuals; and 2 (1.44%) were gays. This implies that most of the teachers are females and the least of them are bisexuals and gays.

Table 3*Current Positions of the Participants/Teachers*

Current Positions	Frequency (N=139)	Percentage
Teacher 1-3	118	84.89
Master Teacher 1-2	16	11.51
Head Teacher 1-4	5	3.60
Total	139	100

Table 3 shows the classifications of teachers in terms of current positions—teacher, master teacher, and headteacher positions. 118 (84.89%) were Teachers 1, 2, and 3; 16 (11.51%) were Master Teachers 1 and 2; and 5 (3.60%) were Head Teachers 1, 2, 3, and 4. This implies that most of the teachers belong in Teacher 1-3 positions and the least of the teacher-respondents belong in Head Teacher 1-4 positions.

Table 4*Years in Service of the Participants/Teachers*

Years in Service	Frequency (N=139)	Percentage
1-3 years	26	18.70
4-10 years	58	41.73
More than 10 years	55	39.57
Total	139	100

Table 4 presents the years in service of the participants, revealing their experiences as professional teachers. 26 (18.70%) of participants have 1 to 3 years of service; 58 (41.73%) of participants have 4 to 10 years of service; and 55 (39.57%) of the participants have more than 10 years of service. This implies that most of the teachers have 4-10 years in service while the least of them had 1-3 years in service.

Research Instrument

In descriptive survey research, a researcher typically employs questionnaires to determine opinions, attitudes, preferences, and perceptions of interest under investigation (Aquino, 1992). Paler-Calmorin (2016) reveals that instruments like questionnaires, rating scales, and others are employed in all types of descriptive research to gather pertinent data. A questionnaire would measure a specific value, whose indicators should be spelled out and the options might be listed as follows: Always, Often, Sometimes, Seldom/Rarely, and Never (Gutierrez, 2008). Then, the numerical value is assigned to each option using the five-point scale consisting of 5-Always, 4-Often, 3-Sometimes, 2-Seldom/Rarely, and 1-Never. In this study, the researcher used a survey

questionnaire consisting of four (4) items for the profile, thirty-five (35) items for professional conduct, and ten (10) items for possible professional conduct hindrances to determine the level of the professional conduct of teachers and the level of practice of professional conduct of teachers in the schools. Specifically, the researcher designed the survey questionnaire using a five-point scale which consisted of four (4) items for the profiling of the teacher-respondents (school, gender, current position, and years in service), five (5) items on the attributes for each area on professional conduct (The Teacher and the State, The Teacher and the Community, The Teacher and the Profession, The Teacher and the Associates, The Teacher and the School Official, The Teacher and the Learners, and The Teacher and the Parents), and ten (10) items on the attributes for the possible professional conduct hindrances that reveal the practices of professional conduct of teachers in the schools.

Data Gathering Procedure

This study was realized by conducting a survey. Before data gathering commenced, the research instrument was subjected to a validation process. The survey questionnaire was validated by three experts from different universities. Revisions were made based on experts' comments to finalize the Professional Teacher Self-Rated Survey Form/Questionnaire. The instrument was then subjected to the reliability testing. Reliability is a quality of a good research instrument, ensuring that the instrument is consistent and dependable (Paler-Calmorin, 2016).

In addition, a statistician was consulted to check the result of the reliability testing of the instrument. Employing Cronbach's Alpha, the results showed that the professional conduct had .857 Cronbach's Alpha value ("good" internal consistency) and the possible professional conduct

hindrances had .834 Cronbach's Alpha value ("good" internal consistency). These means that the items in the questionnaire were reliable.

The survey commenced right after the approval of the study. Letters were sent to pertinent addressees for the conduct of the study. The participants were oriented on the objectives of the study. The survey questionnaires were made available both online and offline for the respondents. The survey questionnaires consisted four (4) items on profile and thirty-five (35) items on professional conduct that were derived from the list of the standard set of behaviors for professional teachers found in the Code of Ethics for Professional Teachers (CEPT) in the Philippines (TeacherCodes.EIIP.UNESCO.org.). In details, the 35 items were broken down as follows: 5 attributes for each of the 7 areas of professional conduct of teachers, such as (a) the teacher and the state, (b) the teacher and the community, (c) the teacher and the profession, (d) the teacher and the associates, (e) the teacher and the school official, (f) the teacher and the learners, and (g) the teacher and the parents. It also consisted of ten (10) attributes about the possible professional conduct hindrances that determine the practices of professional conduct of teachers in their respective schools.

Data Analysis

The data gathered were analyzed using the measures of central tendency: frequency count, percentage, and mean. Specifically, frequency count and percentage were used to analyze the profile of the teachers in terms of school, gender, current position, and years in service. The mean was computed and interpreted using the SPSS v. 22 and the performance scale containing numerical and descriptive values (4.51-5.00 = Very High, 3.51-4.50 = High, 2.51-3.50 =

Moderately High, 1.51-2.50 = Low, and 1.00-1.50 = Very Low). To determine the degrees or levels of professional conduct of the teachers and their practice of professional conduct, descriptive values were employed (“Very High” and “High” with ranges of means from 4.51 to 5.00 and from 3.51 to 4.50, respectively, would indicate performance levels in good conditions while “moderately high,” “low,” and “very low” with ranges of means from 2.51 to 3.50, from 1.51 to 2.50, and from 1.00 to 1.50, respectively, would indicate performance levels in critical conditions needing appropriate interventions.

Ethical Considerations

In this study, the data drawn from the participants were treated with utmost confidentiality and were used only to serve the purpose of the study. Likewise, necessary permits from the Schools Division Superintendent of Schools Division of Romblon, District Coordinating Principal, and school heads were obtained. Moreover, to maintain confidentiality, the names of the participants and the schools were not mentioned in the study. To maintain the anonymity of the participants and the schools, each was assigned with a code e.g., school A, school B, etc.

To ensure the safety of the participants due to the Covid-19 pandemic, participation in the study was done online through a Google survey questionnaire while participants with internet connectivity problems were given print out of the questionnaires.

Furthermore, participation in the study was voluntary. Before conducting the study, the respondents were oriented about the extent of their participation in the study. The purpose of the study and observance of confidentiality of information were relayed to them thru the “Informed

Consent Form” and they agreed to participate. No incentive or compensation was given to the participants in the study.

There was no conflict of interest in the pursuit of this study since the study aimed to enhance the professional conduct of teachers through the learning action cell and not to satisfy any bias. Moreover, this research was personally financed. No scholarship or financial aid was availed.

Upon completion of the study, the results were discussed and shared with the Schools Division Superintendent of DepEd Division of Romblon and the school heads in the public secondary schools in Romblon District. A copy of the manuscript of this study was given to the Office of the Schools Division Superintendent of DepEd Division of Romblon for reference.

CHAPTER 3

RESULTS AND DISCUSSIONS

This chapter presents the results and discussion of the study. It discusses the analysis and the interpretation of the data collected.

Research Question 1

What is the level of the professional conduct of the teachers in terms of (a) the teacher and the state, (b) the teacher and the community, (c) the teacher and the profession, (d) the teacher and the associates, (e) the teacher and the school official, (f) the teacher and the learners, and (g) the teacher and the parents?

The Level of Professional Conduct of the Teachers

Professional conduct refers to professional ethics, a set of acceptable behaviors in the conduct of a specific profession like the teaching profession. Ashraf et al. (2018) described professional conduct as all about the how, the when, and the what to do to get into a particular context of teaching and learning. Green et al. (2007) stated that professional conduct is all about following the code of ethics in workplaces. In the context of the teaching profession, the Code of Ethics for Professional Teachers (CEPT) is a set of ethical and moral principles, standards, and values that each licensed professional teacher should practice. Capli (2015) stated that the code of ethics of the teaching profession guides the educational process, keeping out deviations about it. Thus, the code of ethics is a necessity for every professional most especially for educators because they have an important role in shaping the future members of society.

In this study, the level of professional conduct of the teachers observing the CEPT is assessed. Result shows that it is high ($m=4.39$) in terms of (a) the teacher and the state, (b) the teacher and the community, (c) the teacher and the profession, (d) the teacher and the associates, (e) the teacher and the school official, (f) the teacher and the learners, and (g) the teacher and the parents. In addition, the level of their practice of professional conduct in their respective schools is also high ($m=4.10$).

The Teacher and the State

The result of the study as regards the obligation of teachers to the State is “high” ($WM=4.07$) on the level of professional conduct.

Table 5

Level of Professional Conduct: The Teacher and the State

Attributes	Mean (N=139)	Qualitative Description
1. I always keep myself physically, mentally, and morally fit for my job.	4.68	Very High
2. I always have my full commitment and devotion to my duties.	4.68	Very High
3. I never directly or indirectly solicit or receive money or service from any person or entity with political, religious, and partisan interest.	3.94	High
4. I never use my position to influence other individuals to follow any political course of action.	4.34	High
5. I always conduct and share the product of my research.	2.73	Moderately High
Weighted Mean (WM)	4.07	High

Legend:

4.51-5.00	Very High	In Good Condition
3.51-4.50	High	In Good Condition
2.51-3.50	Moderately High	In Critical Condition
1.51-2.50	Low	In Critical Condition
1.00-1.50	Very Low	In Critical Condition

Table 5 shows the order of the means, indicating the level of professional conduct of teachers in terms of “The Teacher and the State.” Result shows that teachers manifest a very high level of professional conduct by always keeping themselves physically, mentally, and morally fit for their jobs ($m = 4.68$) and by keeping full commitment and devotion to their duties ($m = 4.68$). Teachers also show a high level of professional conduct by never using their position to influence other individuals and to follow any political course of action ($m = 4.34$), and by never directly or indirectly soliciting, receiving money or service from any person or entity with political, religious, and partisan interest ($m = 3.94$). Finally, teachers also manifest a moderately high level of professional conduct ($m = 2.73$) by always conducting and sharing the products of their researches.

Based on Table 5, the “very high” and “high” levels of professional conduct of teachers imply that their obligations to the State are in good condition and do not require urgent interventions. This conforms with Republic Act No. 7836, emphasizing that the State acknowledges the vital role of the teachers in the building and development of the nation, aided by the responsible literate citizenry. This means that the State is doing its job in the promotion of quality education through the professionalization of teaching (supporting teachers to be physically, mentally, and morally fit for their jobs, and strengthening teacher’s full commitment and devotion to their duties and responsibilities). Moreover, the result showing moderately high level ($m = 2.73$) of professional conduct of teachers that is attributed to conducting and sharing the products of researches indicates a critical condition. This result can be attributed to insufficient opportunities for professional growth and development of teachers and the low motivation to conduct and share research outputs. However, this condition can be improved through trainings on conducting research or pursuing graduate studies.

The Teacher and the Community

The result pertaining to teacher and the community is “very high” (WM=4.52) in the level of professional conduct.

Table 6

Level of Professional Conduct: The Teacher and the Community

Attributes	Mean (N=139)	Qualitative Description
1. I never engage in such activities as gambling, smoking, drunkenness, and other excesses, much less illicit relations.	4.80	Very High
2. As a facilitator of the learning and development of the youth, I always provide an environment conducive to the learning and growth of my students.	4.63	Very High
3. I always maintain harmonious personal and official relations with other professionals, with government officials, and with other people, individually or collectively.	4.54	Very High
4. I always attend church and worships but do not use my position to influence or proselyte others.	4.38	High
5. I always actively participate in community movements for moral, social, educational, economic, and civic betterment.	4.26	High
Weighted Mean (WM)	4.52	Very High

Legend:

4.51-5.00	Very High	In Good Condition
3.51-4.50	High	In Good Condition
2.51-3.50	Moderately High	In Critical Condition
1.51-2.50	Low	In Critical Condition
1.00-1.50	Very Low	In Critical Condition

Table 6 shows the order of the means with regard to the level of professional conduct of teachers in terms of ‘The Teacher and the Community.’ Result shows that teachers manifest a very high level of professional conduct by never engaging in activities like gambling, smoking, drinking, and unaccepted relations ($m = 4.80$), by always providing an environment conducive to

the learning and growth of their students ($m = 4.63$) and by always maintaining harmonious personal and official relations with other professionals, government officials, and with other people, individually or collectively ($m = 4.54$). Result also shows that teachers manifest a high level of professional conduct by always attending church and worships, and by not using their positions to influence or proselyte others ($m = 4.38$); and, by always actively participating in community movements for moral, social, educational, economic, and civic betterment ($m = 4.26$).

The “very high” and “high” levels of professional conduct of teachers imply that their obligations to the Community are in good condition and do not require urgent interventions. Unlu (2018) explained that teachers must model ethical behavior to the society in which they belong. They need to be cognizant of the need to set standards of behavior to society. Bergman (2018) pointed out that the expectation of teachers to determine and enact ethical behavior intensifies their visible role in their society. Moreover, the attributes with “very high” level of professional conduct imply that teachers set themselves as role models or exemplars to their students, fellow professionals, government officials, and people in the community by living up to the moral standards of the teaching profession, delivering quality education to the learners and observing cordial relations with people in the school and the community. Glegg (2003) and Lovat and McLeod (2006) found out that teachers have been moral exemplars who are engaged in the improvement of their society as knowledge providers.

The Teacher and the Profession

The result as regards teachers as professionals is “high” (WM=4.37) on level of professional conduct.

Table 7

Level of Professional Conduct: The Teacher and the Profession

Attributes	Mean (N=139)	Qualitative Description
1. I always make the teaching profession a dignified means of earning a decent living.	4.73	Very High
2. I always manifest genuine enthusiasm and pride in teaching as the noblest profession.	4.71	Very High
3. I always make the best preparation in the practice of my profession.	4.65	Very High
4. If authorized, I always help seek support from the school but not by questionable means.	3.95	High
5. I always take graduate studies to enhance my efficiency, virtues, and competence.	3.82	High
Weighted Mean (WM)	4.37	High

Legend:

4.51-5.00	Very High	In Good Condition
3.51-4.50	High	In Good Condition
2.51-3.50	Moderately High	In Critical Condition
1.51-2.50	Low	In Critical Condition
1.00-1.50	Very Low	In Critical Condition

Table 7 shows the order of the means in the level of professional conduct of teachers in terms of “The Teacher and the Profession.” Result shows that teachers manifest a very high level of professional conduct by always making the teaching profession a dignified means of earning a decent living (m = 4.73), by always manifesting genuine enthusiasm and pride in teaching as the noblest profession (m = 4.71), and by always making the best preparation in the practice of their professions (m = 4.65). Moreover, teachers manifest a high level of professional conduct by always

helping in seeking support from the school but not by questionable means ($m = 3.95$) and by always taking graduate studies to enhance their efficiency, virtues, and competence ($m = 3.82$).

The “very high” and “high” levels of professional conduct of teachers imply that their obligations to their profession are in good condition and that no urgent interventions are needed. Earnest (2019) affirmed that professionals have responsibilities towards the institutions where they are, and towards the roles, they play. Every professional has ethical responsibilities to (1) support coworkers, (2) participate in improving the institution and its goals, (3) perform his or her professional duties to the best of his or her abilities, (4) develop and improve his or her profession and its standing in the society. B.P. 232, Section 16 states that teachers shall perform their duties by discharging their responsibilities in accordance with the philosophy, goals, and objectives of their schools. They are accountable for the efficient and effective attainment of specified learning objectives in pursuance of national development goals within the limits of available school resources. They must assume responsibilities, maintaining and sustaining professional growth and advancement and professionalism.

The Teacher and the Associates

The result pertaining to the level of professional conduct of teachers relative to obligations to associates is “very high” ($WM=4.51$).

Table 8 shows the order of the means on the level of professional conduct of teachers in terms of “The Teacher and the Associates.” Result shows that teachers manifest a very high level of professional conduct by always observing loyalty, confidence, and faith in their colleagues ($m = 4.68$), by always holding all confidential information of the school and not divulging to anyone documents that have not been officially released ($m = 4.64$), and by always giving due credit to

the work of others they use ($m = 4.62$). Moreover, result also shows that teachers manifest a high level of professional conduct by always seeking correctives for what they may appear unprofessional ($m = 4.38$) and by always submitting to the proper authority any justifiable criticism against an associate, preferably in writing, without violating the right of the individual concerned ($m = 4.24$).

Table 8

Level of Professional Conduct: The Teacher and the Associates

Attributes	Mean (N=139)	Qualitative Description
1. I always observe loyalty, confidence, and faith in my colleagues.	4.68	Very High
2. I always hold all confidential information in the school and do not divulge to anyone documents that have not been officially released.	4.64	Very High
3. I always give due credit for the work of others I use.	4.62	Very High
4. I always seek correctives for what I may appear unprofessional.	4.38	High
5. I always submit to the proper authority any justifiable criticism against an associate, preferably in writing, without violating the right of the individual concerned.	4.24	High
Weighted Mean (WM)	4.51	Very High

Legend:

4.51-5.00	Very High	In Good Condition
3.51-4.50	High	In Good Condition
2.51-3.50	Moderately High	In Critical Condition
1.51-2.50	Low	In Critical Condition
1.00-1.50	Very Low	In Critical Condition

The “very high” and “high” levels of professional conduct of teachers imply that their obligations to their associates are in good condition and that no urgent interventions are needed. Observing confidence with colleagues and data privacy, as well as giving due credits to the work

of others are pieces of evidence of responsible workmanship and comradeship. (Sherpa, 2018) pointed out that in keeping a sense of professional ethics, teachers will always be sensitive to treat colleagues with affection, care, and commitment This describes the teachers' obligations to their colleagues, maintaining cordial relationship with each other by observing respect of individual differences, appreciation of each other's worth, and extending help to each other when necessary. Forster (2012) believed that the evidence of shared values among the teachers in the academe requires much attention because it can lead to the promotion of the codes of ethics. Teachers should demonstrate respect, justice, and integrity. Shapira-Lishchinsky (2020) mentioned that a teacher's collegial relationship should focus on collaborative learning. This includes ethical aspects of caring about colleagues and unbiased treatment of others, showing respect on the privacy and discretion of colleagues.

The Teacher and the School Official

The result as regards the teacher and school official is "high" (WM=4.06). Table 9 shows the order of the means indicating the level of professional conduct of teachers in terms of "The Teacher and the School Official." Result shows that teachers have a very high level of professional conduct by always making their honest effort to understand and support the legitimate policies of their schools (m = 4.71). Secondly, teachers manifest a high level of professional conduct by always opposing the anonymous accusers of their superiors (m = 4.17), by always transacting official business through channels except for special conditions that warrant a different procedure (m = 4.01), and by always invoking that the principle of appointments, promotions, and transfer of teachers are made only on the merit and interest of the service. Finally, teachers manifest a

moderately high level of professional conduct ($m = 3.49$) by always seeking redress against injustice, raising grievances to the administration within a democratic process.

Table 9

Level of Professional Conduct: The Teacher and the School Official

Attributes	Mean (N=139)	Qualitative Description
1. I always make my honest effort to understand and support the legitimate policies of the school.	4.71	Very High
2. I always oppose making any false accusations or charges against my superiors under anonymity.	4.17	High
3. I always transact official business through channels except for a special condition warrants a different procedure.	4.01	High
4. I always invoke that the principle of appointments, promotions, and transfer of teachers are made only on the merit and interest of the service.	3.93	High
5. If necessary, I always seek redress against injustice by raising grievances to the administration within a democratic process.	3.49	Moderately High
Weighted Mean (WM)	4.06	High

Legend:

4.51-5.00	Very High	In Good Condition
3.51-4.50	High	In Good Condition
2.51-3.50	Moderately High	In Critical Condition
1.51-2.50	Low	In Critical Condition
1.00-1.50	Very Low	In Critical Condition

The “very high” and “high” levels of professional conduct of teachers imply that their obligations to their school officials are in good condition and no urgent interventions are needed. The result also reveals the outcome of leadership of the school principal in managing the school. Katranci et al. (2015) described school leadership as a kind of ability of the school principals to inspire teaching and non-teaching personnel to achieve common organizational goals. Leadership

is the act of influencing activities of a group that is focused on goal setting and goal achievement. Eranil and Ozbelin (2017) discovered that there is a high level of significant positive relationship between the ethical leadership behaviors of the principals and the positive climate practice levels at education institutions. Esmaelzadeh et al. (2017) found out that ethical leaders can enhance the organizational climate—work environment, communication, and ethical climate. Moreover, the moderately high result of professional conduct attributed to seeking redress against injustice by raising grievances to the administration within a democratic process is the least performed obligation of teachers with school officials and vice versa. It indicates a critical condition that requires urgent intervention. It can be attributed to the lack of time to attend to such obligations. Every teacher should seek correction of the misconduct of his/her co-worker; ignoring it will not stop the misconduct. Hence, to keep this obligation clear to everyone in the organization, it should be discussed during LAC sessions.

Principled ethical organizational leaders respect their employees' rights by treating them fairly. Moreover, they should make efforts to develop harmonious relations with people in the organization by including their subordinates in the decision-making process (Demirdağ & Ekmekçioğlu, 2015). Teachers as employees are motivated to work with inspiring school heads. Dhar (2016) affirmed that ethical leadership behaviors provide motivations to obtain employees' commendable performances and innovative behaviors in an organization. According to O'Connell & Bligh (2009) leadership behaviors can create and promote an ethical climate in an organization. Eroğlu and Yılmaz (2015) mentioned that employees' perception of ethical leadership positively influences the organizational climate they perceive. This means that employee-oriented and

egalitarian management styles positively affect the employees' thoughts on the working atmosphere of the organization because the school climate affects the behavior of the teachers.

The Teacher and the Learners

The result in relation to the teacher and the learner is “very high” (WM=4.55).

Table 10

Level of Professional Conduct: The Teacher and the Learners

Attributes	Mean (N=139)	Qualitative Description
1. I recognize that being a teacher, the interest and welfare of learners are my first and foremost concerns.	4.84	Very High
2. I determine the academic mark and promotions of my students in accordance with generally accepted procedures of evaluation and measurement.	4.74	Very High
3. I decline favors or gifts from learners, their parents, or others in their behalf in exchange for requested concessions, if undeserved.	4.56	Very High
4. I decline any remuneration from tutorials other than what is authorized for such service.	4.32	High
5. I determine the academic mark and promotions of my students in accordance with generally accepted procedures of evaluation and measurement.	4.26	High
Weighted Mean (WM)	4.55	Very High

Legend:

4.51-5.00	Very High	In Good Condition
3.51-4.50	High	In Good Condition
2.51-3.50	Moderately High	In Critical Condition
1.51-2.50	Low	In Critical Condition
1.00-1.50	Very Low	In Critical Condition

Table 10 shows the order of the means in terms of “The Teacher and the Learners.” Result shows that teachers manifest a very high level of professional conduct by always recognizing that:

being a teacher, the interest and welfare of the learners are their first and foremost concerns ($m = 4.84$); by always determining the academic mark and promotion of their students in accordance with generally accepted procedures of evaluation and measurement ($m = 4.74$), and by always declining favors or gifts from learners, their parents, or others in their behalf in exchange for requested concessions, if undeserved ($m = 4.56$). Result also shows that teachers manifest a high level of professional conduct by always declining any remuneration from tutorials other than what is authorized for such service ($m = 4.32$) and by always determining the academic mark and promotion of their students following generally accepted procedures of evaluation and measurement ($m = 4.26$).

The “very high” and “high” levels of professional conduct of teachers imply that their obligations to their learners are in good condition and do not need urgent interventions. These prove that teachers are committed to their obligations to their learners. The results also show that teachers are motivated to serve them well. Bergman (2013), Wynne (1995) and Forster (2012) pointed out that teachers should conform to the ethical standards they have by showing sensitivity to their actions; ethical responsibilities of teachers include an obligation to extend help to students to learn. Teachers should exhibit adherence to regular work hours, knowing their students, planning and teaching with care, reflecting and improving their teaching, collaborating with colleagues and parents, and positively addressing disagreements. Ethics is crucial to the promotion of ethical practices demanded by the educational process.

The Teacher and the Parents

The result of the study pertinent to the teacher and the parents is “very high” (WM=4.65).

Table 11

Level of Professional Conduct: The Teacher and the Parents

Attributes	Mean (N=139)	Qualitative Description
1. I maintain cordial relations with parents to merit their confidence and respect.	4.74	Very High
2. I listen to the parents' complaints with sympathy and understanding.	4.68	Very High
3. I inform the parents of the progress and deficiencies of the learners whenever necessary.	4.65	Very High
4. I discourage unfair criticism towards the parents and their learners.	4.60	Very High
5. I exercise utmost candor and tact in pointing out learners' deficiencies and in seeking parents' cooperation.	4.55	Very High
Mean	4.65	Very High

Legend:

4.51-5.00	Very High	In Good Condition
3.51-4.50	High	In Good Condition
2.51-3.50	Moderately High	In Critical Condition
1.51-2.50	Low	In Critical Condition
1.00-1.50	Very Low	In Critical Condition

Table 11 shows the order of the means indicating the level of professional conduct of teachers in terms of “The Teacher and the Parents.” The result shows that teachers exercise a very high level of professional conduct by: always maintaining cordial relations with parents to merit their confidence and respect (m = 4.74); always listening to the parents' complaints with sympathy and understanding (m = 4.68); always informing the parents of the progress and deficiencies of the learners whenever necessary (m = 4.65); always discouraging unfair criticism towards the parents and their learners (m = 4.60); and by always exercising utmost candor and tact in pointing out learner's deficiencies and in seeking parent's cooperation (m = 4.55).

The “very high” and “high” levels of professional conduct of teachers imply that teachers’ obligations to the parents are in good condition and no urgent interventions are needed. This means that the teachers do their obligations with the parents to the best they could, showing evidence of solid partnership with parents for the welfare of the learners. Teachers contribute to the social, moral, intellectual, and physical development of children (Thompson, 1997). Many parents and stakeholders expect teachers to act as moral agents and models for their students (Campbell & Thiessen, 2001). Moreover, parental involvement highlights the importance of communication with parents about their children’s academic status and well-being. It also includes maintaining confidentiality and advocating parental authority and responsibility towards the learner (Shapira-Lishchinsky, 2020).

In summary, teachers manifest a high level of professional conduct ($m = 4.39$) in terms of the following: (a) the teacher and the state, (b) the teacher and the community, (c) the teacher and the profession, (d) the teacher and the associates, (e) the teacher and the school official, (f) the teacher and the learners and (g) the teacher and the parents. This high level of professional conduct is presented in Table 12. Specifically, the respondents manifest a very high level of professional conduct in terms of The Teacher and the Parents ($m = 4.65$), The Teacher and the Learners ($m = 4.55$), The Teacher and the Community ($m = 4.52$), and The Teacher and the Associates ($m = 4.51$). Moreover, they manifest a high level of professional conduct in terms of The Teacher and the Profession ($m = 4.37$), The Teacher and the State ($m = 4.07$), and The Teacher and the School Official ($m = 4.06$).

The overall high level of professional conduct ($m = 4.39$) reveals that teachers are performing their duties and responsibilities ethically and professionally. This result of the study supports *BP Blg. 232*, also known as The Education Act of 1982.

Table 12

Summary of Results on the Level of Professional Conduct of the Teachers

Attributes	Mean (N=139)	Qualitative Description
1. The Teacher and the Parents	4.65	Very High
2. The Teacher and the Learners	4.55	Very High
3. The Teacher and the Community	4.52	Very High
4. The Teacher and the Associates	4.51	Very High
5. The Teacher and the Profession	4.37	High
6. The Teacher and the State	4.07	High
7. The Teacher and the School Official	4.06	High
Mean	4.39	High

Legend:

4.51-5.00	Very High	In Good Condition
3.51-4.50	High	In Good Condition
2.51-3.50	Moderately High	In Critical Condition
1.51-2.50	Low	In Critical Condition
1.00-1.50	Very Low	In Critical Condition

However, the moderately high level of professional conduct in the two attributes (The Teacher and the State: *I always conduct and share the product of my research*, 2.73, moderately high; and The Teacher and the School Official: *If necessary, I always seek redress against injustice by raising grievances to the administration within a democratic process*, 3.49, moderately high) requires urgent interventions based on the Transformative Learning Theory by Mezirow.

Research Question 2

What is the level of practice of professional conduct of teachers in the schools?

The Level of Practice of Professional Conduct of Teachers in the Schools

The level of practice of professional conduct of the teachers in their respective schools is classified as “high” (WM=4.10). Specifically, teachers have a very high level of practice by always referring to the Code of Ethics for the Professional Teachers for guidance (m = 4.56); in details, results show that teachers have high level of practice as regards the expectations (m = 4.40); the performance assessment (m = 4.38); INSET (m = 4.31); the adhering to the examples set by school officials (m = 4.30); the LAC sessions (m = 4.29); the contents (m = 4.20); the non-violators and due recognition and rewards (m = 4.0); and the restrictions for violators (m = 3.78).

Table 13 shows the order of the means on the level of practice of professional conduct of teachers in their schools. The “very high” and “high” levels of practice of professional conduct of teachers in their schools indicate how much they paid attention in practicing the CEPT which is in good standing condition. This implies that the observance of the CEPT led the teachers to strongly commit to their obligations to the State, the community, the profession, the school officials, the learners, and the parents. However, there is an aspect that teachers find CEPT threatening, obtaining a moderately high level of practice. In this sense, there is a prevailing need for intervention to address it, like School Learning Action Cell (SLAC) discussion on this concern. SLAC discussions are channels to improve teachers’ performance (Gumban and Pelones, 2021). The discussion of the professional code of conduct can be a basis for decision making (Kahle, 1983; Sims, 1994). It supports the idea that LAC discussion on CEPT must be maintained so that teachers would be engaged in constant review and observance of its contents. This will be

promoted sustainability as regards the practice of CEPT in the school. Capli (2015) believes that the code of ethics would truly guide teachers to be true professionals.

Table 13

The Level of Practice of Professional Conduct of Teachers in the Schools

Professional Conduct Attributes	Mean (N=139)	Qualitative Description
1. Teachers always refer to the Code of Ethics for the Professional Teachers for guidance.	4.56	Very High
2. Teachers always meet the expectations stated in the Code of Ethics for Professional Teachers.	4.40	High
3. The Code of Ethics for Professional Teachers is always part of the teacher's performance assessment.	4.38	High
4. The Code of Ethics for Professional Teachers is always part of the INSET.	4.31	High
5. There are officials always setting the examples.	4.30	High
6. The Code of Ethics for Professional Teachers is always part of any LAC Session.	4.29	High
7. Teachers always recall the contents of the Code of Ethics for the Professional Teachers.	4.20	High
8. Non-violators of the Code of Ethics for the Professional Teachers are always given due recognition or rewards.	4.00	High
9. Violators of the Code of Ethics for the Professional Teachers are always punished.	3.78	High
10. Teachers never find the Code of Ethics for the Professional Teachers threatening.	2.79	Moderately High
Weighted Mean (WM)	4. 10	High

Research Question 3

What enhanced Learning Action Cell (LAC) guidelines can be proposed to address the needs of the teachers as regards professional conduct?

This study reveals that the professional conduct of teachers, in general, varies and ranges from moderately high to very high in reference to the different attributes. Since the professional conduct of teachers is influenced by so many intervening factors like health, mental state, financial state, psychological state, etc., the iteration of the code of ethics is imperative. The best venue for the iteration or review is the LAC. Hence, guidelines in the inclusion of the code of the ethics are necessary.

Proposed Enhanced Learning Action Cell (LAC) Guidelines

Professional Conduct as a Major Topic for LAC Discussions

Professional conduct is also known as professional ethics which centered on the adherence to the Code of Ethics for Professional Teachers (CEPT). It goes with the major topics for LAC discussions that promote the professional growth and development of teachers. It springs from the context that CEPT is not part of the usual topics in LAC discussions but found essential for the benefits it can give to the teachers like improving their professional practice. Moreover, the existing LAC guidelines support this claim that it is not part of the major topics for LAC discussions which include Learner Diversity and Student Inclusion, Content Pedagogy of the K to 12 Basic Education Program, Assessment and Reporting in the K to 12 Basic Education Program, 21st Century Skills and ICT Integration in Instruction and Assessment, and Curriculum Contextualization, Localization, and Indigenization. Thus, such inclusion in these major topics for LAC discussions may strengthen and/or maintain the ethical standards of the teachers in the practice of their profession.

Gearing towards Quality Education through Professional Conduct

In this world of globalization and competition, inevitable changes in the educational system happen to adjust to the needs, interests, and requirements of the learners, society, and nation (Sherpa, 2018). Teachers are prone to influences that can make them vulnerable to malpractices or unethical conduct. Lefkowitz (2006) describes unethical conduct as interpersonal behaviors that cause infractions of generally accepted social rules of conduct. Karatas et al. (2018) explained that unethical conduct manifests conflicts, aggressive behaviors, and behavioral problems that occur in the organization for a lot of reasons. Thus, they can be guilty of favoritism and child abuse in dealing with their learners, and they can be facing complaints on the neglect of duty, misconduct, inefficiency and incompetence, and any other in the practice of their profession. To prevent these things from causing disturbance to the teachers, they should always be guided by the Code of Ethics for the Professional Teachers (CEPT) pursuant to the provisions of Paragraph (e), Article II, of R.A. 7836 otherwise known as the Philippine Professionalization Act of 1994 and Paragraph (a) Section 6, P.D. No. 223. It states that teachers duly licensed professionals possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession they strictly adhere to, observe, and practice. Most importantly, by emphasizing professional ethics, teachers will be better prepared and committed to doing the full discharge of their duties and responsibilities geared towards the achievement of quality education for Filipino learners.

Emerging Needs for Professional Growth and Development in Professional Conduct

In consideration of the identified needs of the teachers in professional conduct, further discussions of the Code of Ethics for the Professional Teachers (CEPT) are deemed important capitalizing on but not limited to conducting and sharing the products of one's researches, seeking redress against injustice by raising grievances to the administration within a democratic process, and finding the CEPT, not a threat but a guide to exercise ethical standards in the practice of the profession as revealed in the previous discussion needing interventions.

Consistent Teachers' Adherence to the CEPT

The opportunity of the teachers to attend the LAC discussions on CEPT is crucial to their consistent adherence to it in the practice of their profession. Hence, all teaching and non-teaching staff in the school level are encouraged to attend at the beginning of the school year in one or more sessions until it is fully discussed to serve as reminders for the teachers every school year. Consequently, the regularity of LAC discussions can be established.

Crucial Topics on Professional Conduct for LAC Discussion

Considerations in promoting the professional growth and development of teachers in Professional Conduct involving the specific topics on CEPT for further LAC discussions may be observed. In the previous discussion, such topics include conducting and sharing the products of one's researches, seeking redress against injustice by raising grievances to the administration within a democratic process, and finding the CEPT, not a threat but a guide to exercise ethical standards in the practice of the profession. Hatch (2000) suggested that the professional growth and development of teachers can be meaningful in designing activities that reflect the needs of the

context. This suggests that topics in LAC discussions are crucial to the development of desired knowledge, skills, and attitude of teachers.

With these results, this study proves that LAC discussions can be improved starting from enhancing guidelines to giving importance to the growth and development of teachers in professional conduct. Moreover, having regular LAC discussions on professional conduct can ultimately result in consistent ethical behavior of the teachers in the practice of their profession including the diligent exercise of their duties and responsibilities as professional teachers. Demircan (2003) said that ethical perceptions are vital to organizational efficacy and productivity. Deshach (2014) confirmed that ethics regulates the behavior of the professionals, and preserves the continuity and ideals of the profession. Green et al. (2007) stated that professional conduct is all about following the code of ethics of the workplace. These prove that engaging the teachers in a regular LAC discussion of the CEPT can arrive at desired results. Afifi (2005) stated that a code of ethics or rules of conduct somehow leave a space for the teacher's sound discretion. Improper implementation of these rules ruins its contents. Esmaelzadeh et al. (2017) found out that ethical leaders can enhance the organizational climate composed of job environment, communication, and ethical climate. They express that ethical leader must build an environment in which organizational trust and solidarity standardize working conditions among employees increasing employees' interest in the environment. Dhar (2016) affirmed that ethical leadership behaviors provide motivations to obtain employees' commendable performances and innovative behaviors in an organization.

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, summary of results, limitations, conclusions, and recommendations about the professional conduct of teachers in public secondary schools.

Summary of the Study

The State acknowledges the vital role of the teachers in the building and development of the nation. Because of this, it ensures the promotion of quality education by the proper regulation and supervision of the professionalization of teaching. Becoming a professional teacher takes a complex process that entails living up to the Code of Ethics for Professional Teachers (CEPT). It affirms that teachers are duly licensed professional individuals who have good reputation and dignity with high moral values, as well as professionals with technical competence in the exercise of their noble profession and that they strictly uphold, observe, and practice the set of moral and ethical standards, principles, and values contained therein. The CEPT serves as a guide to performing the acceptable behavior in the practice of the teachers' profession. Their concepts of what it is, what it is for, and how it is practiced are essential to their evident adherence to it.

Professional teachers may forget the CEPT especially if they do not have time to read it or when there is a lack of reinforcement from the school community to uphold it. Chances are, they become vulnerable to malpractices. The school heads being stewards of quality education and services in their schools through their institutional and instructional leadership are imbued with authority, responsibility, and accountability on school management and supervision that play an

important and great role in advocating the consistent demonstration of ethical standards contained in the CEPT among all the school personnel, both teaching, and non-teaching, to bring out an ethical climate in their schools necessary in maintaining a harmonious and productive working environment geared towards the realization of their schools' goals. In return, the teachers and other school personnel have their duties and obligations to perform led by their school heads. Getting them motivated to work at their best requires meeting their professional and personal needs through provisions of opportunities for their professional growth and development like LAC discussions on the CEPT to make them well-rounded individuals. The absence of these opportunities due to inexplicit existing LAC guidelines needs enhancement of these guidelines to be used in planning for the LAC discussions in the schools to better serve the professional growth and development of the teachers especially on the practice of the CEPT, the means to refresh these teachers on the contents of it keeping them aware of their professions' standards, both moral and legal, that can prevent any untoward consequences rooted from lack of these opportunities.

Summary of Results

Guided by the research questions, this study presents the following summary of results:

1. The level of the professional conduct of the teacher-respondents is high in terms of (a) the teacher and the state, (b) the teacher and the community, (c) the teacher and the profession, (d) the teacher and the associates, (e) the teacher and the school official, (f) the teacher and the learners, and (g) the teacher and the parents. However, the manifested moderately high levels of professional conduct in the attributes like always conducting and sharing the products of their researches, always seeking redress against injustice by raising grievances

to the administration within a democratic process need appropriate interventions. Such interventions may be made through school LAC discussions on these attributes.

2. The level of practice in the professional conduct of teachers in the schools is high. Moreover, the moderately high level of practice in finding the CEPT threatening entails a hindrance to such a practice. Thus, it requires an appropriate intervention as well that can be made through school LAC discussion on this noted concern.
3. The proposed enhanced Learning Action Cell (LAC) guidelines being developed include (a) Professional Conduct as a Major Topic for LAC Discussion, (b) Gearing towards Quality Education through Professional Conduct, (c) Emerging Needs for Professional Growth and Development in Professional Conduct, (d) Consistent Teacher's Adherence to the CEPT, and (e) Crucial Topics on Professional Conduct for LAC Discussions. These provide additional information about DepEd Order No. 35, s. 2016 on The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning that can be used in planning for the LAC discussions on the CEPT in the schools.

Limitations of the Study

This study was conducted offering investigations and discussions limited to the views and observations on the professional conduct of 139 teachers from Romblon District Secondary Schools in S.Y. 2020-2021. In this study, their views and observations primarily revealed the level of their performance as professional teachers in just seven areas of the Code of Ethics for Professional Teachers (CEPT) in the Philippines such as (a) the teacher and the state, (b) the

teacher and the community, (c) the teacher and the profession, (d) the teacher and the associates, (e) the teacher and the school official, (f) the teacher and the learners, and (g) the teacher and the parents. Their views and observations also revealed the level of practice of professional conduct in their respective schools that influenced their professional conduct. All these led to the development of the proposed enhanced LAC guidelines including the Professional Conduct in the list of major topics for the LAC discussion stipulated in DepEd Order 35, s. 2016, addressing the needs of the teachers in professional conduct as part of their professional growth and development.

Conclusions

Based on the foregoing results of this study, primarily, the high level of performance of the teacher-respondents in professional conduct in terms of (a) the teacher and the state, (b) the teacher and the community, (c) the teacher and the profession, (d) the teacher and the associates, (d) the teacher and the school official, (e) the teacher and the learners, and (f) the teacher and the parents prove that the teacher-respondents committedly abide by the Code of Ethics for the Professional Teachers, but the moderately high levels in specific attributes such as (a) always conducting and sharing the products of their researches in *The Teacher and the State*, and (b) always seeking redress against injustice by raising grievances to the administration within a democratic process in *The Teacher and the School Official*, entail having critical conditions needing appropriate interventions. These matters can be taken up in LAC discussions as parts of identified teachers' needs for their professional growth and development. Secondly, the high level of practice of the professional conduct of teachers in the schools implies that teachers are aware of the importance of it and they demonstrate the application of the ethical standards

expected of them. However, having a moderately high level in the attribute, finding the CEPT threatening, entails a critical condition needing improvement. This requires an appropriate intervention like another LAC discussion that can provide an opportunity for the professional growth and development of the teachers in professional conduct by doing away with this perception about CEPT. Finally, the enhanced Learning Action Cell (LAC) guidelines developed to address the teachers' needs in professional conduct provide additional information about DepEd Order No. 35, s. 2016 on The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning by including the Professional Conduct as one of the major topics for the professional growth and development of teachers in LAC discussions. These guidelines recognize that teachers have needs in professional conduct revealed in this study requiring appropriate interventions. One of which is through the use of these proposed enhanced guidelines in planning for the LAC discussions on CEPT.

Recommendations

Based on the foregoing conclusions of this study, the following recommendations are made:

1. The high level in the professional conduct of teachers should be maintained or even leveled up to very high level by committedly adhering to the Code of Ethics for the Professional Teachers. This could be achieved by providing specific LAC session for each of the components.

2. Attendance to LAC sessions specific for CEPT should be highly encouraged among the teachers. This is to ensure that the monitoring of practice is consistent. Allowing the teachers to realize the importance of CEPT can establish intrinsic motivation to uphold and practice CEPT.
3. The enhanced LAC guidelines developed in this study can be used in planning for the LAC discussions on CEPT in the schools to address the needs of the teachers in professional conduct.
4. A qualitative study involving factors affecting the professional conduct of teachers and other similar studies may be conducted to improve LAC activities for the professional growth and development of teachers.

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APPENDICES

A. Letter to the Questionnaire Validator Template

_____:

I am a graduate student of the Philippine Normal University, Manila, taking up a Master of Arts in Education in Educational Management. I live in Agpanabat, Romblon, Romblon. I am currently working on my thesis entitled, Professional Conduct of Teachers in Public Secondary Schools: Basis for Enhanced Learning Action Cell Guidelines.

As it is deemed necessary for the data gathering, I have prepared the questionnaire to be answered by the teacher-respondents considering your comments and suggestions. This questionnaire contains questions phrased in attributes. They are intended to gather data pertinent to the following questions:

1. What is the level of the professional conduct of the teacher-respondents in terms of (a) The Teacher and the State, (b) The Teacher and the Community, (c) The Teacher and the Profession, (d) The Teacher and the Associates, (e) The Teacher and the School Official, (f) The Teacher and the Learners, and (g) The Teacher and the Parents?
2. Which problems mostly affect the professional conduct of the teacher-respondents?
3. Based on the findings, what enhanced learning action cell guidelines will be proposed to address the needs of the teacher-respondents in professional conduct?

Attached is the matrix of items from this questionnaire as your reference for the revalidation of the items in this instrument.

Thank you so much for your anticipated kind assistance.

Very truly yours,

FLORENCIO D. MUYO JR.
PNU Graduate Student

Noted:

Thesis Adviser

B. Self-Assessment Questionnaire on Professional Conduct

(Uses a Likert 5-point scale: (1) Never, (2) Rarely, (3) Sometimes, (4) Often, and (5) Always)

Name of the Teacher-Respondent: _____ School: _____

PART/AREA/ATTRIBUTE	APPROVE	REVISE	DELETE	COMMENTS/ SUGGESTIONS
1. Professional Conduct				
1.1.The Teacher and the State				
1.1.1. I keep myself physically, mentally, and morally fit for my job.				
1.1.2. I actualize my full commitment and devotion to my duties.				
1.1.3. I refrain from directly or indirectly soliciting, or receiving money or service from any person or entity with political, religious, and partisan interest.				
1.1.4. I refrain from using my position to influence other individuals to follow any political course of action.				
1.1.5. I conduct and share the product of my research.				
1.2.The Teacher and the Community				
1.2.1. As a facilitator of the learning and development of the youth, I provide an environment conducive to the learning and growth of my students.				
1.2.2. I actively participate in community movements for moral, social, educational, economic, and civic reasons.				
1.2.3. I refrain from such activities as gambling, smoking, drunkenness, and other excesses, much less illicit relations.				
1.2.4. I maintain harmonious personal and official relations with other professionals, with government officials, and with other people, individually or collectively.				

1.2.5. I attend church and worships but do not use my position to influence or proselyte others.				
1.3.The Teacher and the Profession				
1.3.1. I manifest enthusiasm and pride in teaching as the noblest profession.				
1.3.2. I make the best preparation in the practice of my profession.				
1.3.3. I take graduate studies to enhance my efficiency, virtues, and competence.				
1.3.4. I help seek support for the school but do not make any misrepresentation by making personal advertisements.				
1.3.5. I make the teaching profession as a dignified means of earning a decent living.				
1.4.The Teacher and the Associates				
1.4.1. I observe loyalty, confidence, and faith in my colleagues.				
1.4.2. I recognize work, not of my own, and give due credit for the work of others I use.				
1.4.3. I hold all confidential information and documents that have not been officially released.				
1.4.4. I seek correctives for what I may appear unprofessional.				
1.4.5. I submit to the proper authority any justifiable criticism against an associate, preferably in writing, without violating the right of the individual concerned.				

1.5. The Teacher and the School Official				
1.5.1. I make my honest effort to understand and support the legitimate policies of the school.				
1.5.2. I refrain from making any false accusations or charges against my superiors under anonymity.				
1.5.3. I transact official business through channels except for a special condition warrants a different procedure.				
1.5.4. If necessary, I seek redress against injustice to the administration and raise grievances within a democratic process.				
1.5.5. I accept the teaching position living up to its obligation or employment terms and conditions.				
1.6.The Teacher and the Learners				
1.6.1. I determine the academic mark and promotions of my students in accordance with generally accepted procedures of evaluation and measurement.				
1.6.2. I recognize that being a teacher, the interest and welfare of learners are my first and foremost concerns.				
1.6.3. I decline favors or gifts from learners, their parents, or others on their behalf in exchange for requested concessions, if undeserved.				
1.6.4. I decline any remuneration from tutorials other than what is authorized for such service.				
1.6.5. I oppose corporal punishment on offending learners or make deductions from their academic ratings as a punishment.				

1.7. The Teacher and the Parents				
1.7.1. I maintain cordial relations with parents to merit their confidence and respect.				
1.7.2. I inform the parents of the progress and deficiencies of the learners through proper authorities.				
1.7.3. I exercise utmost candor and tact in pointing out learner's deficiencies and seeking parent's cooperation.				
1.7.4. I listen to the parents' complaints with sympathy and understanding.				
1.7.5. I discourage unfair criticism towards the parents and their learners.				
2. Possible Professional Conduct Hindrances				
2.1. Violators of the Code of Ethics for the Professional Teachers are not punished.				
2.2. Non-violators of the Code of Ethics for the Professional Teachers are not given due recognition or rewards.				
2.3. The Code of Ethics for the Professional Teachers is not part of the teacher's performance assessment.				
2.4. The Code of Ethics for the Professional Teachers is not part of any LAC Session.				
2.5. The Code of Ethics for the Professional Teachers is not part of the In-SET.				
2.6. There are officials not setting the examples.				
2.7. Teachers forget or could hardly recall the contents of the Code of Ethics for the Professional Teachers.				
2.8. Teachers could hardly meet the expectations stated in the Code of Ethics for Professional Teachers.				

2.9. Teachers find the Code of Ethics for the Professional Teachers threatening.				
2.10. Teachers do not refer to the Code of Ethics for the Professional Teachers for guidance.				

Validated by:

Name: _____

Position: _____

School/Office: _____

Date: _____

**C. Letter to the Schools Division Superintendent & the District Coordinating Principal
Template (reliability testing)**

_____:

Greetings of peace and good life.

I am Florencio D. Muyo Jr., Teacher III of Agnipa National High School in Agnipa, Romblon, Romblon, currently enrolled in the Philippine Normal University for Thesis Writing entitled, Professional Conduct of Teachers in Public Secondary Schools: Basis for Enhanced Learning Action Cell Guidelines. This is compliance with the requirement in my graduate education with the course, Master of Arts in Education with Specialization in Educational Management.

To prepare for my data gathering, I have prepared a Google survey questionnaire validated by experts that is entitled, Professional Teacher Self-Rated Survey Form for the *reliability* testing of this instrument with this link: <https://forms.gle/zuycdz9Hem1Hz6qL7>. This study adheres to the research ethics in DepEd Order No. 16. S. 2017 that includes ensuring confidentiality in handling data of the respondents and providing consent forms where they are necessary.

In view of this, I would like to request your kind permission to distribute and use this instrument to gather data from the selected public elementary school teachers in Romblon District to realize its purpose.

Attached, herewith, the printed validated questionnaire similar to that Google survey questionnaire and others for your reference.

I hope that this request be given any appropriate action. Thank you very much.

Very truly yours,

FLORENCIO D. MUYOJR.
PNU Graduate Student

Noted:

Approved:

Thesis Adviser

D. Letter to the School Head Template (reliability testing)

_____:

Greetings of peace and good life.

I am Florencio D. Muyo Jr., Teacher III of Agnipa National High School in Agnipa, Romblon, Romblon, currently enrolled in the Philippine Normal University for Thesis Writing entitled, Professional Conduct of Teachers in Public Secondary Schools: Basis for Enhanced Learning Action Cell Guidelines. This is in compliance with the requirement in my graduate education with the course, Master of Arts in Education with Specialization in Educational Management.

To prepare for my data gathering, I have prepared a Google survey questionnaire validated by experts entitled Professional Teacher Self-Rated Survey Form for the reliability testing of this instrument with this link: <https://forms.gle/zuycdz9Hem1Hz6qL7>.

Because of this, please allow me to give this link to the teachers in your school to access and answer the Google survey form/questionnaire by considering the steps indicated in the Letter to the Teacher-Respondent Seeking Participation.

Attached, herewith, the copies of the approved letter to SDS _____ and _____ seeking permission to distribute the Google survey form/questionnaire and the copy of the letter to the teacher-respondent seeking participation for your references.

Thank you for your anticipated kind action on this matter. May God bless you for your kindness and helpfulness.

Very truly yours,

FLORENCIO D. MUYOJR.
PNU Graduate Student Noted:

Approved:

Thesis Adviser

E. Letter to the Teacher-Respondent Seeking Participation Template (reliability testing)

Dear Teacher-Respondent

Greetings of peace and good life.

I am Florencio D. Muyo Jr., Teacher III of Agnipa National High School in Agnipa, Romblon, Romblon. I am currently working on my thesis in the Philippine Normal University with the title, Professional Conduct of Teachers in Public Secondary Schools: Basis for Enhanced Learning Action Cell Guidelines for the course, Master of Arts in Education with Specialization in Educational Management. I will be blessed to have you as one of the respondents I am seeking for the reliability testing of this instrument.

To confirm your kind participation, please do the following: ○ Send a text message containing your full name (Ex. Florencio D. Muyo Jr.) the name of your school, the cellphone number you wish a regular load of fifteen pesos would be credited to, and your name on Messenger for admission as member in the group on Facebook named Reliability Testing. or, send this text message to me with this contact number: 09394180523 as soon as possible for admission in the said Facebook group.

- Once admitted as a member of that Facebook group, the link to the Google survey questionnaire and the inclusive date for the answering of that survey questionnaire will be given to you therein.
- A reimbursed regular load of fifteen pesos will be credited to your cellphone number after the filled-up questionnaire is acknowledged submitted.

Please be guided accordingly. Amidst the Covid-19 pandemic, your safety is important in this task. Let me ensure your safety by taking these measures. Rest assured that the data protection and confidentiality will be observed in the storing and use of the data gathered compliant with DepEd Order No. 16, s. 2017.

Attached, herewith, the copies of the approved letter to SDS _____ and _____ seeking permission to distribute the Google survey form/questionnaire for your references.

Thank you for your anticipated valued kind cooperation.

Very truly yours,

FLORENCIO D. MUYO JR.
Graduate Student

Noted:

Thesis Adviser

F. Letter to the Teacher-Respondent Seeking Cooperation to Answer the Google Survey Form/Questionnaire (reliability testing)

Dear Teacher-Respondent,

Greetings of peace and good life.

May I have a few minutes of your time to answer this questionnaire? This survey form/questionnaire titled, Professional Teacher Self-Rated Survey Form/Questionnaire, is being prepared as a requirement in the university to test how reliable the responses are in it and that will be used to prepare this instrument for the actual gathering of data with the actual respondents who are the public secondary school teachers in Romblon District. Please answer each question honestly and carefully. Rest assured that your given information will be taken with the utmost confidentiality and is intended solely for this purpose.

In this questionnaire, questions are represented by attributes and they are grouped into (A) professional conduct and (B) professional conduct hindrances. The professional conduct consists of seven areas with five questions or attributes each. Such areas include the teacher and the state, the teacher and the community, the teacher and the profession, the teacher and the associates, the teacher and the school official, the teacher, and the learners, and the teacher and the parents. The professional conduct hindrances, on the other hand, consist of ten questions or attributes. Each attribute in these groups can be answered (1) never, (2) rarely, (3) sometimes, (4) often, or (5) always. Please mark a check (/) on any of these answers opposite each attribute that corresponds to your answer.

Thank you so much for your anticipated kindness and cooperation. May God bless you and your family.

Very truly yours,

FLORENCIO D. MUYO JR.
MAED-EDM Student

Noted:

Thesis Adviser

G. Letter to the Schools Division Superintendent (actual data gathering)

_____:

Greetings of peace and good life.

I am Florencio D. Muyo Jr., Teacher III of Agnipa National High School in Agnipa, Romblon, Romblon, currently accomplishing my thesis entitled, Professional Conduct of Teachers in Public Secondary Schools: Basis for Enhanced Learning Action Cell Guidelines. This is in compliance with the requirement in my graduate education with the course, Master of Arts in Education with Specialization in Educational Management at the Philippine Normal University, Manila.

This study is crafted using the mixed method. To prepare for the actual data gathering of this study, I have prepared for Study 1 a validated Google survey form and printed questionnaires with Cronbach's Alpha 0.857 and 0.834 for its two components: professional conduct and possible hindrances for online and offline responses and interview questions in an interview sheet whose contents were also validated by experts for Study 2.

This study adheres to the research ethics in DepEd Order No. 16. S. 2017 includes ensuring confidentiality in handling data of the respondents and providing consent forms where they are necessary.

Because of this, I would like to request your kind permission to distribute and use these instruments to gather data from the selected public secondary school teachers in Romblon District to realize its purpose.

Attached, herewith, is the printed survey questionnaire, Interview Sheet, and Letter to the Teacher-Respondent Seeking Cooperation for your reference and verification. Thank you very much for your anticipated kind action on this matter.

Very truly yours,

FLORENCIO D. MUYOJR.
MAED-EDM Student

Noted:

Approved:

Thesis Adviser

H. Letter to the School Head Template (actual data gathering)

_____:

Greetings of peace and good life.

I would like to request permission to distribute the questionnaires to the teachers in your school using the link or the printed copies whichever they prefer to answer and to choose particular respondents for the conduct of a face-to-face interview for my study entitled, Professional Conduct of Teachers in Public Secondary Schools: Basis for Enhanced Learning Action Cell Guidelines. This is in compliance with the requirement in my graduate education with the course, Master of Arts in Education with Specialization in Educational Management at the Philippine Normal University, Manila.

Attached are the Letter to the Teacher-Respondent Seeking Cooperation and the approved letter to SDS _____ seeking permission to distribute the questionnaire online or offline for your reference and verification.

Thank you very much for your anticipated kind action on this matter. May God bless you for your kindness and helpfulness.

Very truly yours,

FLORENCIO D. MUYOJR.
PNU Graduate Student

Noted:

Approved:

Thesis Adviser

I. Letter to the Teacher-Respondent Seeking Cooperation Template (actual data gathering)

Dear Teacher-Respondent

Greetings of peace and good life.

I am Florencio D. Muyo Jr., Teacher III of Agnipa National High School in Agnipa, Romblon, Romblon. I am currently working on my thesis in the Philippine Normal University with the title, Professional Conduct of Teachers in Public Secondary Schools: Basis for Enhanced Learning Action Cell Guidelines for the course, Master of Arts in Education with Specialization in Educational Management. I will be blessed to have you as one of the respondents I am seeking for this study.

To confirm your kind participation in responding to the survey questionnaire for this study, a private Facebook group entitled, Romblon District Secondary School Teachers, is created for you. Please do the following to join or be admitted to it:

- Send a text message containing your full name (Ex. Florencio D. Muyo Jr.) the name of your school, the cellphone number you wish a regular load of fifteen pesos would be credited to, and your name on Messenger for admission as a member in the group on Facebook named, Romblon District Secondary School Teachers or send this text message to me with this contact number: 09394180523 as soon as possible for admission in the said Facebook group.
- Once admitted as a member of that Facebook group, the link to the Google survey questionnaire and the inclusive date for the answering of that survey questionnaire will be given to you therein.
- A load of fifteen pesos will be credited to your cellphone number after the filled-up questionnaire is acknowledged submitted.

Please be guided accordingly. Amidst the Covid-19 pandemic, your safety is important in this task. Let me ensure your safety by taking these measures. If a printed questionnaire is more preferred, you will be provided with it. Rest assured that the data protection and confidentiality will be observed in the storing and use of the data gathered compliant with DepEd Order No. 16, s. 2017.

Thank you for your anticipated valued kind cooperation.

Very truly yours,

FLORENCIO D. MUYO JR.
MAED-EDM Student

Noted:

Thesis Adviser

J. Letter to the Teacher-Respondent Seeking Cooperation to Answer the Google Survey Form/Questionnaire (actual data gathering)

Dear Teacher-Respondent,

Greetings of peace and good life.

May I have a few minutes of your time to answer this questionnaire? This questionnaire is prepared to gather data from you that will be used to develop a suitable intervention required in my current study in the university. Your response will be taken with the utmost confidentiality and is intended solely for this purpose.

In this questionnaire, questions are represented by attributes and they are grouped into (A) professional conduct and (B) professional conduct hindrances. The professional conduct consists of seven areas with five questions or attributes each. Such areas include the teacher and the state, the teacher and the community, the teacher and the profession, the teacher and the associates, the teacher and the school official, the teacher, and the learners, and the teacher and the parents. The professional conduct hindrances, on the other hand, consist of ten questions or attributes. Each attribute in these groups can be answered (1) never, (2) rarely, (3) sometimes, (4) often, or (5) always. Please mark a check (/) on any of these answers opposite each attribute that corresponds to your answer.

Thank you so much for your anticipated kindness and cooperation. May God bless you and your family.

Very truly yours,

FLORENCIO D. MUYO JR.
MAED-EDM Student

Noted:

Thesis Adviser

K. Professional Teacher Self-Assessment Survey Questionnaire (validated by the experts)

Please check the option that corresponds to your answer to each question.

Name (optional): _____ School: _____

_____ Gender:

_____ Girl

_____ Boy

_____ Lesbian

_____ Gay

_____ Bisexual

_____ Transgender Current

Position:

_____ Teacher I

_____ Teacher II

_____ Teacher III

_____ Master Teacher I

_____ Master Teacher II

_____ Head Teacher I

_____ Head Teacher II

_____ Head Teacher III

_____ Head Teacher IV Years

in Service:

_____ 1-3 years

_____ 4-10 years

_____ More than 10 years

Please check the column that corresponds to your answer to each question.

Attributes	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
1. Professional Conduct					
1.1. The Teacher and the State					
1.1.1. I keep myself physically, mentally, and morally fit for my job.					
1.1.2. I have my full commitment and devotion to my duties.					
1.1.3. I directly or indirectly solicit, or receive money or service from any person or entity with political, religious, and partisan interest.					
1.1.4. I use my position to influence other individuals to follow any political course of action.					
1.1.5. I conduct and share the product of my research.					
1.2. The Teacher and the Community					
1.2.1. As a facilitator of the learning and development of the youth, I provide an environment conducive to the learning and growth of my students.					
1.2.2. I actively participate in community movements for moral, social, educational, economic, and civic betterment.					

1.2.3. I engage in such activities as gambling, smoking, drunkenness, and other excesses, much less illicit relations.					
1.2.4. I maintain harmonious personal and official relations with other professionals, with government officials, and with other people, individually or collectively.					
1.2.5. I attend church and worships but do not use my position to influence or proselyte others.					
1.3. The Teacher and the Profession					
1.3.1. I manifest genuine enthusiasm and pride in teaching as the noblest profession.					
1.3.2. I make the best preparation in the practice of my profession.					
1.3.3. I take graduate studies to enhance my efficiency, virtues, and competence.					
1.3.4. If authorized, I help seek support from the school but not by questionable means.					
1.3.5. I make the teaching profession a dignified means of earning a decent living.					

1.4. The Teacher and the Associates					
1.4.1. I observe loyalty, confidence, and faith in my colleagues.					
1.4.2. I give due credit for the work of others I use.					
1.4.3. I hold all confidential information in the school and do not divulge to anyone documents that have not been officially released.					
1.4.4. I seek correctives for what I may appear unprofessional.					
1.4.5. I submit to the proper authority any justifiable criticism against an associate, preferably in writing, without violating the right of the individual concerned.					
1.5. The Teacher and the School Official					
1.5.1. I make my honest effort to understand and support the legitimate policies of the school.					
1.5.2. I oppose making any false accusations or charges against my superiors under anonymity.					
1.5.3. I transact official business through channels except for a special condition warrants a different procedure.					

1.5.4. If necessary, I seek redress against injustice by raising grievances to the administration within a democratic process.					
1.5.5. I invoke that the principle of appointments, promotions, and transfer of teachers are made only on the merit and interest of the service.					
1.6. The Teacher and the Learners					
1.6.1. I determine the academic mark and promotions of my students following generally accepted procedures of evaluation and measurement.					
1.6.2. I recognize that being a teacher, the interest and welfare of learners are my first and foremost concerns.					
1.6.3. I decline favors or gifts from learners, their parents, or others on their behalf in exchange for requested concessions, if undeserved.					
1.6.4. I decline any remuneration from tutorials other than what is authorized for such service.					
1.6.5. I oppose applying a corporal punishment on offending learners					

1.7. The Teacher and the Parents					
1.7.1. I maintain cordial relations with parents to merit their confidence and respect.					
1.7.2. I inform the parents of the progress and deficiencies of the learners whenever necessary.					
1.7.3. I exercise utmost candor and tact in pointing out learner's deficiencies and in seeking parent's cooperation.					
1.7.4. I listen to the parents' complaints with sympathy and understanding.					
1.7.5. I discourage unfair criticism towards the parents and their learners.					
2. Possible Professional Conduct Hindrances					
2.1. Violators of the Code of Ethics for the Professional Teachers are punished.					
2.2. Non-violators of the Code of Ethics for the Professional Teachers are given due recognition or rewards.					
2.3. The Code of Ethics for Professional Teachers is part of the teacher's performance assessment.					
2.4. The Code of Ethics for Professional Teachers is part of any LAC Session.					

2.5. The Code of Ethics for Professional Teachers is part of the INSET.					
2.6. Officials are setting the examples.					
2.7. Teachers recall the contents of the Code of Ethics for the Professional Teachers.					
2.8. Teachers meet the expectations stated in the Code of Ethics for Professional Teachers.					
2.9. Teachers find the Code of Ethics for the Professional Teachers threatening.					
2.10. Teachers refer to the Code of Ethics for the Professional Teachers for guidance.					

L. Result of Reliability Testing of Items in Professional Conduct

Scale: 1-5

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.857	.910	35

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.400	2.686	4.971	2.286	1.851	.272	35
Item Variances	.681	.029	2.163	2.134	75.706	.372	35

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
154.0000	142.412	11.93364	35

M. Result of Reliability Testing of Items in Professional Conduct Hindrances

Scale: 1-5

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.834	.864	10

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.037	2.371	4.514	2.143	1.904	.421	10
Item Variances	1.065	.597	1.711	1.114	2.868	.217	10

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
40.3714	42.711	6.53536	10

N. Descriptive statistics of Variables (Attributes) 1-35 on Professional Conduct Divided into Seven Areas and Variables (Attributes) 36-45 on Professional Conduct Hindrances Using SPSS V. 22

➔ **Descriptives**

Descriptive Statistics				
	N	Mean	Std. Deviation	Variance
VAR00001	139	4.6763	.56742	.322
VAR00002	139	4.6835	.48208	.232
VAR00003	139	3.9353	1.18694	1.409
VAR00004	139	4.3381	1.14559	1.312
VAR00005	139	2.7338	1.47725	2.182
Valid N (listwise)	139			

Legend:

Area 1: **The Teacher and the State**

Weighted Mean: **4.07**

► **Descriptives**

Descriptive Statistics				
	N	Mean	Std. Deviation	Variance
VAR00006	139	4.6259	.54205	.294
VAR00007	139	4.2590	.72570	.527
VAR00008	139	4.7986	.68292	.466
VAR00009	139	4.5396	.68383	.468
VAR00010	139	4.3813	.91995	.846
Valid N (listwise)	139			

Legend:

Area 2: **The Teacher and the Community**

Weighted Mean: **4.52**

➔ **Descriptives**

Descriptive Statistics				
	N	Mean	Std. Deviation	Variance
VAR00011	139	4.7050	.57045	.325
VAR00012	139	4.6475	.53654	.288
VAR00013	139	3.8201	1.46085	2.134
VAR00014	139	3.9496	1.07220	1.150
VAR00015	139	4.7338	.51886	.269
Valid N (listwise)	139			

Legend:

Area 3: **The Teacher and the Profession**

Weighted Mean: **4.37**

→ Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
VAR00016	139	4.6835	.49689	.247
VAR00017	139	4.6187	.60667	.368
VAR00018	139	4.6403	.75188	.565
VAR00019	139	4.3813	.84610	.716
VAR00020	139	4.2374	1.01140	1.023
Valid N (listwise)	139			

Legend:

Area 4: **The Teacher and the Associates**

Weighted Mean: **4.51**

→ Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
VAR00021	139	4.7050	.50294	.253
VAR00022	139	4.1655	1.14586	1.313
VAR00023	139	4.0072	1.22472	1.500
VAR00024	139	3.4892	1.24159	1.542
VAR00025	139	3.9281	1.15244	1.328
Valid N (listwise)	139			

Legend:

Area 5: **The Teacher and the School Official**

Weighted Mean: **4.06**

→ Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
VAR00026	139	4.7410	.48661	.237
VAR00027	139	4.8417	.38559	.149
VAR00028	139	4.5612	1.02939	1.060
VAR00029	139	4.3237	1.10477	1.221
VAR00030	139	4.2590	1.16928	1.367
Valid N (listwise)	139			

Legend:

Area 6: **The Teacher and the Learners**

Weighted Mean: **4.55**

► Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
VAR00031	139	4.7410	.50128	.251
VAR00032	139	4.6547	.54788	.300
VAR00033	139	4.5540	.61588	.379
VAR00034	139	4.6835	.51126	.261
VAR00035	139	4.5971	.73936	.547
Valid N (listwise)	139			

Legend:

Area 7: **The Teacher and the Learners**

Weighted Mean: **4.65**

→ Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
VAR00036	139	3.7842	1.25550	1.576
VAR00037	139	4.0000	1.08347	1.174
VAR00038	139	4.3813	.91995	.846
VAR00039	139	4.2878	.87015	.757
VAR00040	139	4.3094	.83274	.693
VAR00041	139	4.2950	.78439	.615
VAR00042	139	4.2014	.84425	.713
VAR00043	139	4.3957	.68756	.473
VAR00044	139	2.7914	1.49140	2.224
VAR00045	139	4.5612	.67152	.451
Valid N (listwise)	139			

Legend:

Weighted Mean: **4.05**

O. Declaration of Absence of Conflict of Interest

DECLARATION OF ABSENCE OF CONFLICT OF INTEREST

1. I, FLORENCIO D. MUYO JR., understand that conflict of interest refers to a situation in which financial and other personal considerations may compromise my judgment in evaluating, conducting, or reporting research;
2. I hereby declare that I do not have any personal conflict of interest that may arise from my application and submission of my thesis manuscript to the College of Graduate Studies and Teacher Education Research in partial fulfillment of the course, Master of Arts in Education with Specialization in Educational Management.
3. In case any form of conflict of interest may arise before, during, and after the conduct of this study, I shall immediately report it to the research ethics committee for immediate action.
4. I understand that I may be held accountable by the College of Graduate Studies and Teacher Education Research for any conflict of interest which I may have intentionally concealed.

Thesis Proponent : FLORENCIO D. MUYO JR.

Signature :

Date : May 28, 2021

P. Declaration of Sole Authorship of the Thesis

Title of the Thesis:

Professional Conduct of Teachers in Public Secondary Schools: Basis for Enhanced Learning Action Cell (LAC) Guidelines

Author of the Thesis:

Name: Florencio D. Muyo Jr.

Course: Master of Arts in Education with Specialization in Educational Management

School: Philippine Normal University, Manila

Start of the Writing of the Thesis: Term 3, S.Y. 2019-2020

Expected End of the Writing of the Thesis: Term 2, S.Y. 2021-2022

Adviser:

I hereby certify that the foregoing information is true and correct to the best of my knowledge and belief. Signed this 9th of June, 2021 for the completion of the requirement for OnlineREC compliance certificate.

FLORENCIO D. MUYO JR.
Thesis Writer/Author

CURRICULUM VITAE

FLORENCIO D. MUYO JR.

Current Address : Agpanabat, Romblon, Romblon.
Permanent Address : Agpanabat, Romblon, Romblon
Date of Birth : August 13, 1974
Civil Status : Married
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I. EDUCATIONAL BACKGROUND

Graduate Studies

Master of Arts in Education with Specialization in Educational Management
Summer 2015 to date
Philippine Normal University, Manila

College Education

Bachelor of Arts/Bachelor of Secondary Education Major in English
June 1995-March 1999
Philippine Normal University, Manila

Secondary Education

Agnipa Barangay High School
June 1987-March 1991

Elementary Education

Agnipa Elementary School
June 1981-1987

II. PRC/CSC ELIGIBILITY

Licensure Examination for Teachers (Secondary), 80.20%,

Lyceum of the Philippines Manila

August 27, 2000

Career Service Professional Examination, 81.08%

Quirino Elementary School, Quezon City

March 26, 2000

III. SEMINAR-WORKSHOP ATTENDED

National Graduate Teacher Education Seminar-Workshop and Networking

Philippine Normal University, Taft Avenue, Manila, February 14-16, 2020

IV. PRESENT MEMBERSHIP IN THE ORGANIZATION

Region IVB Representative

Philippine Association of Graduate Students in Teacher Education (PAGSTE) Philippine Normal University, Manila