RESEARCH ARTICLE

ETHICS, PROFESSIONALISM, PRACTICES, AND BEHAVIOR IN THE WORK ENVIRONMENT AMONG ELEMENTARY TEACHERS IN EAST IV CALAMBA DIVISION: AN INPUT TO COMPREHENSIVE TRAINING PROGRAM.

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Manuscript Info	*Abstract*

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The study aimed to determine the relationship among ethics, professionalism, practices, and behavior in the work environment among elementary teachers in East IV, Division of Calamba. The descriptive research design was utilized in the study using modified survey questionnaire as the primary source of data. It was found out in the study that majority of the teacher-respondents age range from 30-39, most of them are female, with masters' units and rendering teaching services of more than 10 years and attended more than 10 trainings for the last three years. There is no relationship between teacher-related factors such as age, sex, highest educational attainment, length of service and number of trainings attended for the last three years to the ethics, professionalism, practices and behavior of teachers. Moreover, the study found out significant relationship between the teacher's knowledge and behavior in the workplace at .01 level of significance. Nonetheless, a significant portion of teachers' level of practices in ethics and professionalism was explained by the teachers' practices and behavior in the workplace at .01 level of significance. Hence, research study may be conducted on determining the factors affecting the ethics and professionalism in relation to the teachers' behavior in the work environment.

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Introduction:-

Too often, work stress and burnout involve problems with coworkers. Whether someone's behavior imposes petty annoyances or deliberately sabotages individual efforts and energy, this person can make life at work stressful and unpleasant. This has something to do with the working relationship to colleagues. Relationships are critical to everyone. They impact on the learning and curriculum assessment. They make a difference to the learning. It will enable people to work well, or not so well, with other people in the school. But with the observations in some public educational institutions, problems in the workplace either because of work or colleagues resulted to certain problems like working relationship, quality of work and even student's' achievements. These problems may be due to a number of contextual, organizational, personal, and socio economic factors that resulted to noticeable corruption in human behavior, and mutual relationships within the workplace. Having a toxic environment can reduce the quality work of teachers. It is the quality of teacher's work that affects the quality education (Bluestein, 2012).

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They say that teachers serve as role models to their students. They are also the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. But, conflicts among teachers also arise. It is not desired and generates failure in their work simply because they are not managed well and therefore generate negative results. Therefore, the focus should be on how to manage the process instead of how to define it as a concept.

While certain problems are occurring, working environment would not be healthy. In these cases, school must act upon the problem and they must come up with specific actions that would take to improve the situation. The school must conduct a comprehensive training program for teachers' professionalism and ethics in the work environment. Ethics training in the workplace is seen as an effective means of providing business professionals with a flavor of good moral conduct while preparing them to make appropriate ethical decisions.

Ethical conflicts can be prevented in the workplace by using a two-sided approach. First, the school must educate teachers about what is considered an ethical conflict. Education can occur in training sessions or during meetings for other matters. Second, school leaders must set an example for lower-level subordinates. Decision makers who hold ethics in high regard are less likely to have subordinates that breach those ethics in the work environment (Marquis, 2018).

In line with Department of Education (DepEd) Order No. 32, s. 2011, Policies And Guidelines On Training And Development (T&D) Programs And Activities - Teachers must attend various seminars, workshops and training for their individual development. The conduct of such activities will ensure organizational effectiveness, efficiency and maintaining systems or enabling environment. It is also a process by which an organization or institution provides professional development activities to enhance individuals with knowledge, skills and attitudes to enable them to perform their functions effectively. Attending various training will help an individual gain knowledge about personal development in ethics and professionalism in the workplace.

As stated in Preamble in R.A. No. 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994 and paragraph (a), section 6.   P.D. No. 223, as amended, the Board for Professional Teachers hereby adopts the Code of Ethics for Professional Teachers

"Teachers are duly licensed professionals who possess dignity and reputation with high   moral values as well as technical and professional competence in the practice of their noble profession, and they strictly adhere to, observe, and practice this set of ethical and   moral principles, standards, and values."

Katz (1991) observed that a code of ethics helps teachers avoid the temptations unique and specific to their work while giving them "courage to act in terms of what they believe to be in the best interests of the client rather than in terms of what will make their clients like them. Ethical codes also offer teachers support when facing difficult dilemmas. A code of ethics lets teachers know that "colleagues will back them up when they have to take a risky but courageous stand on a controversial ethical issue".

But in real life school setting, conflicts among colleagues are sometimes unavoidable that gets deepen, and complicated overtime if not resolve.

These problems will negatively affect the job performances of the personnel and will decrease the quality of education and training at school, hence, the purpose of this study was to determine relationship among ethics, professionalism, practices, and behavior in the work environment among elementary teachers.

Objectives of the Study:-
The study aimed to determine the relationships of ethics, professionalism, practices, and behavior in the work environment of elementary teachers. Specific aims include the following: 1) to determine the socio-demographic profile of the teacher-respondents in terms of: Age, Sex, Educational Attainment, Length of Service, and Number of trainings attended for the last 3 years; 2) to determine the level of teachers' knowledge and practices in ethics and professionalism among elementary teachers in East IV Calamba Division; 3) to determine the behavior of teachers' in the workplace among elementary teachers in East IV Calamba Division; 4) to determine the significant relationship between socio-demographic profile of teachers and their behavior in the workplace; 5) to determine the significant relationship between the level of teachers' knowledge and practices in ethics and professionalism; 6) to

determine the significant relationship between the level of teachers' practices in ethics and professionalism to teachers' behavior in the workplace; 6) to propose a training program based from the findings of the study.

Methods:-
This study utilized a descriptive research design in order to measure the ethics, professionalism, practice and behavior in the work environment of elementary teachers in East IV Calamba Division. According to Cristobal, A.P. and Cristobal M.DC (2017), descriptive design was utilized for the purpose of accurately portraying a population that has been chosen because of some specific characteristics. It was also used to determine the extent or direction of attitudes and behaviors.

The respondents of this study were the elementary teachers from East IV Calamba Division. It refers to six schools namely Maunong Elementary School, Jose Platon Memorial School, Milagrosa Elementary School, Turbina Elementary School, Puting Lupa Elementary School and Makiling Elementary School. A total of 125 elementary teachers served as respondents of the study. The researcher utilized the total enumeration sampling method. Fraenkel and Wallen (2006) expounded that the total enumeration sampling method will consists of individuals who have special qualifications of some sort or are deemed representative on the basis of prior evidence. The respondents are totally enumerated which the researcher believed can provide the data needed to achieve the researchers' objectives. The researcher used the total population of elementary teachers in six schools from East IV Calamba Division as respondents of the study.

The research instrument used was a survey questionnaire which is divided into two parts: the first part is the profile of the teachers: age, sex, educational attainment, length of service and number of trainings attended for the last three years; and the second part contained statements and test questions that gauged the teachers' knowledge in ethics, professionalism, practices and behavior in the workplace. The research instrument was adopted and modified from Code of Ethics for Professional Teachers and from the study of Nandang Kosasih Ananda, 1998 "Impact of the DII Inservice Program on the Teachers' Sense of Efficacy and Teachers' Perceptions of their Work Environment". Seven-point Likert Scale was used to interpret and analyze the obtained data.

Though the survey questionnaire was adopted and modified, it was validated by experts in the field to determine if the statements used were applicable to Filipino teachers. Such experts were Public School District Supervisors, Principals, and Ed. D. Holder.

In interpreting the data, the researcher utilized both descriptive and inferential statistics. To determine if there is significant relationship between and among variables under study, chi square test was used.

Results and Discussion:-
Table 1 presents the profile of the teacher-respondents in terms of age, sex, educational attainment, length of service, and number of trainings attended for the last 3 years.

Table 1: *Profile of teacher-respondents in terms of age, sex, educational attainment, length of service, and number of trainings attended for the last 3 years.*

Profile	Frequency	Percentage
Age		
20 to 29	35	28
30 to 39	53	42
40 to 49	31	25
50 to 59	6	5
Sex		
Male	112	90
Female	13	10
Educational Attainment		
Bachelor's Degree	47	38
BS Degree with MA Units	65	52
Masters Degree	9	7
MA with EDd/PHd Units	3	2

Doctorate Degree	1	1
Length of Service		
0 to 3	36	29
4 to 10	38	30
More than 10	51	41
Number of Trainings attended for the last 3 years		
0 to 5	34	27
6 to 10	41	33
More than 10	50	40
Total	125	100

Table 1 shows that majority of the teacher-respondents are at their age 30's, female, earned masters' units, rendered more than 10 years in service and attended more than ten trainings for the last three years.

The data confirmed that the teacher-related factors such as age, sex, highest educational attainment, length of service and number of trainings attended for the last three years have no significant relationship to the ethics, professionalism, practices and behavior of teachers.

Table 2: *Level of teacher's knowledge in ethics and professionalism*

Indicative Statement		Mean	SD	DI	Level
A. You and the community					
1.	Aware that teachers must refrain in activities such as gambling, smoking, drunkenness, and other excesses, much less illicit relations	6.51	0.58	SA	HK
2	Aware that teachers must maintain harmonious and pleasant personal and official relations with other professionals, and government officials	6.48	0.55	A	K
B. You and the profession					
1.	Aware that teaching is the noblest profession, and manifest genuine enthusiasm and pride in teaching as a noble calling	6.56	0.59	SA	HK
2.	Aware that teachers must uphold the highest possible standards of quality education, and be at my best at all times and in the practice of my profession	6.54	0.58	SA	HK
3.	Aware of seeking support from the school, and makes proper representations through personal advertisements, and other questionable means	6.40	0.66	A	K
C. You and learners					
1.	Aware that teachers exercise utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner	6.44	0.61	A	K
2.	Aware that teachers base the evaluation of the learner's works only in merit and quality of academic performance	6.36	0.64	A	K
3.	Aware that teachers extend needed assistance in preventing or solving learner's problems and difficulties	6.47	0.58	A	K
D. You and parents					
1.	Aware of informing parents, through proper authorities, of the progress and deficiencies of the learner	6.46	0.60	A	K
2	Aware of hearing parent's complaints with sympathy and understanding, and discourage unfair criticism	6.43	0.57	A	K
	Overall	**6.47**	**0.49**	**A**	**K**

Scale: Descriptive Interpretation   Knowledge Level
6.50 – 7.00 – Strongly Agree (SA)   – Highly Knowledgeable (HK)
5.50 – 6.49 – Agree (A)   – Knowledgeable (K)
4.50 – 5.49 – Somewhat Agree (SA)   – Somewhat Knowledgeable (SK)
3.50 – 4.49 – Neither Agree nor Disagree (NA) – Quite Knowledgeable (QK)
2.50 – 3.49 – Somewhat Disagree (SoD)   – Less Knowledgeable (LsK)
1.50 – 2.49 – Disagree (D)   – Least Knowledgeable (LtK)
1.00 – 1.49 – Strongly Disagree (SD)   – Not Knowledgeable (NK)

Under the indicator "You and the community" the indicative statement "Aware that teachers must refrain in activities such as gambling, smoking, drunkenness, and other excesses, much less illicit relations" has obtained the highest mean of 6.51 and interpreted as strongly agree with the level of highly knowledgeable, while "Aware that teaching is the noblest profession, and manifest genuine enthusiasm and pride in teaching as a noble calling" under the indicator "You and the profession" has obtained the highest mean of 6.56 and interpreted as strongly agree with the level of highly knowledgeable; whereas under the indicator "You and learners" the highest mean of 6.47 was obtained in the statement "Aware that teachers extend needed assistance in preventing or solving learner's problems and difficulties" was interpreted as knowledgeable. On the other hand, the indicative statement "Aware of informing parents, through proper authorities, of the progress and deficiencies of the learner" under the indicator "You and parents" has obtained the highest mean of 6.46 and interpreted as knowledgeable. The average mean level of the teacher-respondents of 6.47 was interpreted agreed and knowledgeable.

The result is highly supported by Tapo (2004) who reported that most teachers do have the knowledge of the code and since it is a very vital aspect and a guide in the conduct of teachers, they ought to fully hold the knowledge about it so as to be able to perform their stipulated duties as they are given to them. Therefore, being aware of one"s professional code is an important aspect in the conduct of an individual because it helps one perform one's duties well.

Table 2 outlines the teacher's level of practices in ethics and professionalism. As can be observed , the statement "Possesses freedom to attend church and worships as appropriate" under the indicator "You and the community" has obtained the highest mean of 6.34 while "Insures that teaching is the noblest profession, and manifests genuine enthusiasm and pride in teaching as a noble calling" under the indicator "You and the profession" has obtained the highest mean of 6.45, whereas the indicative statement "Extends needed assistance in preventing or solving learner's problems and difficulties" under the indicator "You and learners" has obtained the highest mean of 6.41. On the other hand, under the indicator "You and parents" the indicative statement "Informs parents, through proper authorities, of the progress and deficiencies of the learner" has obtained the highest mean of 6.48 and were evenly agreed as practiced.

Table 2:*Level of teachers' practices in ethics and professionalism*

Indicative Statement		Mean	SD	DI	Level
You and the Community					
1	Renders the best service by providing an environment conducive to learning and growth	6.23	0.62	A	P
2	Provides leadership and initiative to actively participate in community movements	6.13	0.62	A	P
3	Refrains in activities such as gambling, smoking, drunkenness, and other excesses, much less illicit relations	5.98	1.40	A	P
4	Understands local customs and traditions in order to have sympathetic attitude	6.25	0.70	A	P
5	Helps the people in the community informed about the school's work and accomplishments as well as its needs and problems	6.22	0.60	A	P
6	Involves actively in matters affecting the welfare of the people	6.18	0.66	A	P
7	Maintains harmonious and pleasant personal and official relations with other professionals, and with government officials	6.32	0.66	A	P
8	Possesses freedom to attend church and worships as appropriate	6.34	0.69	A	P
B. You and the profession					
9	Ensures that teaching is the noblest profession, and manifests genuine enthusiasm and pride in teaching as a noble calling	6.45	0.59	A	P
10	Upholds the highest possible standards of quality education, and be at my best at all times and in the practice of my profession	6.41	0.62	A	P
11	Strengthens my competence, virtues and productivity in order to be nationally and internationally competitive	6.31	0.61	A	P
12	Seeks support from the school, and makes proper representations through personal advertisements, and other questionable means	6.33	0.66	A	P
13	Uses the teaching profession in the manner that makes it dignified means for	6.42	0.64	A	P

	earning a decent living				
C. You and learners					
14	Recognizes that the interest and welfare of learners are of first and foremost concerns and deals justifiable and impartially with each of them	6.39	0.66	A	P
15	Exercises utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner	6.38	0.67	A	P
16	Bases the evaluation of the learner's work only in merit and quality of academic performance	6.27	0.68	A	P
17	Extends needed assistance in preventing or solving learner's problems and difficulties	6.41	0.62	A	P
D. You and parents					
18	Establishes and maintains cordial relations with parents, and conducts myself to merit their confidence and respect	6.38	0.61	A	P
19	Informs parents, through proper authorities, of the progress and deficiencies of the learner	6.48	0.60	A	P
20	Hears parent's complaints with sympathy and understanding, and discourage unfair criticism	6.47	0.59	A	P
	Overall	**6.32**	**0.49**	**A**	**P**

Scale: Descriptive Interpretation   Level of Practices
6.50 – 7.00 – Strongly Agree (SA)   – Highly Practiced (HP)
5.50 – 6.49 – Agree (A)   – Practiced (P)
4.50 – 5.49 – Somewhat Agree (SA)   – Somewhat Practiced (SP)
3.50 – 4.49 – Neither Agree nor Disagree (NA) – Quite Practiced (QP)
2.50 – 3.49 – Somewhat Disagree (SoD)   – Less Practiced (LsP)
1.50 – 2.49 – Disagree (D)   – Least Practiced (LtP)
1.00 – 1.49 – Strongly Disagree (SD)   – Not Practiced (NP)

All indicators on the teacher's practices in Ethics and Professionalism are agreed as practiced which is manifested on its attained average level of 6.32.

It implies that the teachers are practicing ethics and professionalism at all times. It is the teacher that needs to be a good role model and shall act within the community in a manner which enhances the prestige of the profession. The result is supported by Martin (2013) describes teaching as "an always present morality-in-practice". Thus, he recommends a "liberal pedagogy of philosophical ethics" where teaching practice and philosophical practice (i.e., ways of moral inquiry) are overlaid and generative.

Table 3: *Behavior of teachers in the workplace*

Indicative Statement		**Mean**	**SD**	**DI**	**Level**
A. Collegial Environment					
1	Gives encouragement to colleagues	6.30	0.59	A	G
2	Discusses frequently the methods and strategies in teaching to others	6.25	0.55	A	G
3	Maintains friendship among my colleagues at the school	6.35	0.63	A	G
4	Keen to learn from my colleagues	6.32	0.60	A	G
5	Feels accepted by other teachers	6.28	0.56	A	G
6	Relies on my colleagues for assistance if needed	6.23	0.61	A	G
7	Takes easy and still get the work done with the help of my colleagues	6.30	0.67	A	G
8	Shows considerable interest in the professional activities of my colleagues	6.34	0.61	A	G
B. Work Environment					
9	Encourages to be involved in creating school policies by seeking my input and putting me on committees	6.18	0.65	A	G
10	Maintains sufficient opportunities to discuss school issues, curriculum, and students with other teachers, school, staff, parents, and administrators	6.22	0.65	A	G
11	Treats like a professional, capable of acting autonomously, and takes responsibility for my classroom and curriculum	6.31	0.61	A	G
12	Maintains working with people that help me develop my administrative	6.38	0.58	A	G

	skills				
13	Maintains the feelings of trust exist between school administration, teachers, and support staff	6.34	0.61	A	G
C. Adequate Salary					
14	Paid with fair salary for the work I do	5.95	0.94	A	G
15	Able to get the promotions and pay increases which I feel I deserve	6.04	0.78	A	G
16	Have sufficient income to meet my financial obligations and to support my family	5.88	1.07	A	G
17	Allows to live as I would because of my sufficient income	5.85	1.15	A	G
D. Career Opportunities					
18	Attends inservice trainings and other professional development courses	6.42	0.62	A	G
19	Cooperates and supports in delivering collaborative professional development	6.41	0.61	A	G
20	Participates in professional development activities to enhance my teaching practices	6.44	0.65	A	G
	Overall	**6.24**	**0.49**	**A**	**G**

Scale: Descriptive Interpretation   Behavior
6.50 – 7.00 – Strongly Agree (SA)   – Very Good (VG)
5.50 – 6.49 – Agree (A)   – Good (G)
4.50 – 5.49 – Somewhat Agree (SA)   – Somewhat Good (SG)
3.50 – 4.49 – Neither Agree nor Disagree (NA) – Quite Good (QG)
2.50 – 3.49 – Somewhat Disagree (SoD)   – Quite Worse (QW)
1.50 – 2.49 – Disagree (D)   – Worse (We)
1.00 – 1.49 – Strongly Disagree (SD)   – Worst (Wt)

In Table 3, the indicative statements "Maintains friendship among my colleagues at the school", "Maintains working with people that help me develop my administrative skills", "Able to get the promotions and pay increases which I feel I deserve", and "Participates in professional development activities to enhance my teaching practices" under the indicators "Collegial Environment", "Work Environment", "Adequate Salary" and "Career Opportunities" have obtained the highest means of 6.35, 6.38, 6.04 and were squarely interpreted agreed which supported by their mean correspondingly.

The average mean of 6.24 specify that the behavior of teachers in the workplace were agreed by the teachers and interpreted as good.

The result characterized that teachers' emotion regulation reflects their ability to successfully interact with their work environment and influence their emotions in workplace. As a function of the interaction between environmental and personal factors, emotion regulation strategies adopted by teachers may further influence their well-being.

The results are highly supported by Ajala (2012) who found that workplace features and good communication network at workplace affected worker's welfare, health, morale, efficiency, and productivity. It was recommended that industrial social workers should advocate with the management to create a conducive workplace environment and good communication network that will attract, keep, and motivate its workforce for healthy living and improved productivity.

Table 4:*Test of significant relationship between the socio-demographic profile of teachers and their behavior in the workplace*

Variables	X^2 – value	Df	p – value
Age and Behavior	9.030	9	.435
Sex and Behavior	3.468	3	.325
Highest Educational Attainment and Behavior	8.536	9	.499
Length of Service and Behavior	2.059	3	.560
Number of Seminars Attended and Behavior	2.617	6	.855

*Significant at $p < .05$

It can be gleaned from Table 4 that there is no significant relationship between the correlated variables. It means that there is no association between them at 95% level of significance.

The finding is strongly supported by Matin, Kalali & Anvari (2012) who studied the role of demographic variables as moderators of relationship between job burnout and organizational consequences i.e. organizational commitment, job satisfaction and intention to leave. The result demonstrated that demographic variables of gender, age, marital status and educational level do not influence the relationship between job burnout and organizational commitment, job satisfaction and intention to leave.

Table 5:*Test of significant relationship between level of teachers' knowledge and practices in ethics and professionalism and behavior in the workplace*

Variables	r-value	p-value	Remarks
Knowledge and Behavior	.808**	<.0001	Highly Significant
Practices and Behavior	.752**	<.001	Highly Significant

*Significant at p < .01

The results show that there exists a strong, positive, and highly significant relationship between teachers' knowledge and practices in ethics and professionalism and their behavior in the workplace (r = 0.808 and 0.752, respectively; p < .01).

This implies that teachers' knowledge level in ethics and professionalism will help make conscious ethical or moral decisions to provide students with role models of ethical decision makers, instill ethics and morals in students and colleagues, and help professionalize the field of teaching.

This findings strongly supported by Korthagen (2004) who stressed that competency means an integrated body of knowledge, skills, and attitudes that if put into practice will lead to professional behaviors. Also, according to Belt and Belt (2017) teachers' knowledge, skills, attitudes and behaviour play a significant role in the appropriate handling of classroom disturbances.

On the other hand, teachers' level of practice in ethics and professionalism implies that practicing ethical behavior, abiding by an organization's rules of conduct and working with others who share the same level of ethical behavior helps to promote values of responsibility in the workplace, respect for others on the team and within the organization, fairness and honesty to support effective working environment.

This idea is strongly supported by Richea (2013) who stressed that the policies and practices instilled by the organization also contribute to the development of ethical conduct in the work environment. With this, the policies promoted by the organization must also be in line with the principles of the management in order for it to be properly implemented

Conclusion:-
Based from the findings of the study, there is no significant relationship between the socio-demographic profile of teachers and their behavior in the workplace. On the other hand, there is a significant relationship between the level of teachers' knowledge and practices in ethics and professionalism to teachers' behavior in the workplace.

Recommendation:-
It is highly recommended for administrators to continuously provide trainings among teachers in ethics and professionalism. The educational institutions are also encouraged to have workshops that will focus on teacher's behavior in the workplace. The administrators may conduct teacher-development program to sustain teacher's level of knowledge and practices in ethics and professionalism. Future research direction may be conducted on determining the factors affecting the ethics and professionalism in relation to the teachers' behavior in the workplace.

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