

Compliance with the Code of Conduct and Teaching Performance

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Abstract

The main purpose of this study was to determine the compliance with the code of conduct and teaching performance of 347 public elementary teachers of 6th Congressional District of Negros Occidental using stratified random sampling. The descriptive research design was used. The modified survey questionnaire adapted from the study of Jongue (2010) and approved Individual Performance Commitment and Review Form (IPCRF) for S.Y. 2015-2016 was utilized to get the needed data. The data collected was analyzed using frequency and percentages, mode and Pearson-r correlation coefficient. Moreover, Focus Group Discussion (FGD) with 10 participants was utilized to enrich and supplement the results of the study. Results revealed that in terms of profile, majority of the participants were female, ages 31-40 and 11-20 years in length of service. For the teaching position, majority of the participants were Teacher 1 and Bachelor degree holders. For school location, majority of the participants were in the municipality. Furthermore, findings showed that the extent of the compliance with the code of conduct of the participants was "Always" and their overall teaching performance was very satisfactory. The study found significant differences in the variables and grouped according to the code of conduct. Finally, there were significant relationships found in various components of code of conduct and teaching performance. Recommendations on the findings for the capacity build-up of the participants in complying the code of conduct and teaching performance were given. Lastly, a Teachers Development Program (TDP) was proposed.

Keywords: Code of Conduct, Compliance, Teaching Performance

Introduction

The code of teachers' conduct is an extensive domain of teacher professionalism which also deals with ethics (the nature of good and evil, the problem of human conduct and man's ultimate objective or "end" Ethics or "ethos" in Greek examines customs or human conduct and is equivalent to moral, which is similar to the Latin word "mores" which means customs or behavior (Muwagga, 2006). As for teachers, their professional behaviors inside and outside the classroom have far reaching impacts on their personality and their overall teaching performance and thus the learning outcomes (Bennell & Akyeamong, 2007). In line with this, the code of ethics for professional teachers provided in Article IV, Sec. 2 states that every teacher shall uphold the highest possible standards of quality education, shall be at his best preparation for the career of teaching, and shall be at his best all the time in the practice of his profession. Also, in Batas Pambansa Blg. 232, otherwise known as Education Act of 1982, Sec. 16 (2) provides that the teacher shall be accountable for efficient and effective attainment of specified learning objective. Moreover, the Code of Ethics for Professional Teachers of the Philippines (Resolution Act No. 435, 1997) describes teachers with high moral as well technical and professional competence (DepEd, 2014). It supports the Republic Act No. 6713, Section 4 which is the norms of conduct of public officials and employees that every public official and employee shall observe the following standards of personal conduct in the discharge and execution of official duties. Adams (2007) believes that education must be guided by an image of an educated man that is independent of particular vocations and professions, indeed independent of even the common requirements for the various vocations and professions. The impression that this gives is that the product of education and

of the teaching process is a kind of prototype of what a good man is, regardless of what role this man will take in society. The researcher observes that there are problems and issues of ethics and conduct in all levels of government agencies including the Department of Education are very extensive. He observes that the hired teachers, nowadays, forget what the code of conduct is and this leads to the poor performance of the pupils. Furthermore, it will also affect their teaching performance at the end of the school year. The researcher's observation is supported by Nakabugo (2008) whose research revealed that poor performance of teachers is a result of their late coming to school thereby leading to student missing their morning lessons, having little time for consultation and obtaining poor grades. Emojong (2008) reports that teachers who do not give exercises to students and miss their classes without strong reasons and this give them poor teaching performance.

Methodology

Research Design

The main purpose of this investigation was to find the Compliance with the Code of Conduct and Teaching Performance of Public Elementary Teachers in 6th Congressional District of Negros Occidental. The study used the descriptive method and Focus Group Discussion (FGD) to further supplement the findings. The researcher used the descriptive method of research through documentary analysis, survey questionnaire and copy of approved Individual Performance Commitment and Review Form (IPCRF) 2016 of the participants. The survey questionnaire was modified and adapted from the study of Jongue (2010). According to Calderon (2008), descriptive method describes data and characteristics about the population or phenomenon being studied. Often the best approach prior to writing descriptive research, is conducting a survey investigation. It is concerned with conditions of relationships exists and practices that prevail.

For the Focus Group Discussion (FGD), the data were generated between group participants. This "group interview" was used to voice out the inner feelings of the teacher-participants regarding certain problems. Since they met for the first time in one place chosen by the researcher shyness, tension and nervousness were experienced but as the discussions went on, the participants were able to manage to share their own experiences, opinions and views. Furthermore, the participants respected the standpoints of everyone and gave their conclusions on the problems presented.

Respondents of the Study

The participants of the study were the public elementary school teachers in the 6th Congressional District of Negros Occidental. To ensure that all members of the population were equally likely selected as part of the sample, the stratified sampling was employed. Altares (2013) defined stratified sampling as the process of grouping members of the population into relative homogeneous subgroups.

Data Gathering Instrument

The survey questionnaire, IPCRF and Focus Group Discussion (FGD) were the main instruments in the data gathering.

Phase 1 of the study used the following instruments: Survey Questionnaire (Appendix A) which was adapted in the study of Dr. Gideon E. Jongue, Jr. in 2010. The researcher made some modifications so that it suited to the level of the teacher-participant. The first part of which contained the personal information of the participants in terms age, sex, length of service, educational attainment and teaching position. The second part was a self-survey rating scale which includes five (5) items in each of the norm of conduct stipulated in the Code of Conduct and Ethical Standards for Public Officials and Employees of the Republic Act 6713. The eight (8) norms of conduct were as follows: (1) commitment to public interest; (2) professionalism; (3) justness and sincerity; (4) political neutrality; (5) responsiveness to the public; (6) nationalism and patriotism; (7) commitment to democracy and (8) simple living. The total item of research instrument was forty (40) and the participants asked to encircle their responses. The responses of the respondents were rated according to the following scale:

Validity and Reliability of the Research Instruments

The questionnaire was presented to the five (5) experts for their opinions as to whether or not the instrument could really gather the needed data. They evaluated the instrument using the criteria set by Good and Scates (1954). An instrument is said to be valid when it can actually gather the data that it purports to gather. Ardales (2008) defines validity as the quality of research instrument or procedure that enables to measure what it is supposed to measure and to produce data or information that are true and accurate. The panel of experts found the instrument valid as indicated by the obtained mean of 4.13 which means that the instrument being found was very good. After the validity of the instrument and the opinions and suggestions of the five (5) experts were followed, the researcher conducted the reliability of the research instruments during the Mid-Year In-Service Training of Teachers (INSET) to the thirty (30) teachers who were not participants of the study. Reliability is used to indicate the extent to which the different items, measures, or assessments are consistent with one another and the extent to which measure is free from measurement error (Leech, et.al. 2009). After an hour the researcher gathered the research instrument and began to encode. Results of the test were subjected to Cronbach Alpha via the Statistical Package for the Social Sciences (SPSS). Alpha reliability, Cronbach is one of a number of measures of internal consistency of items on questionnaires test and other instruments (Cramer, 2013). The obtained $\alpha = .939$ which was interpreted as very high reliability. In this regard, the instruments used in this research were valid constructs for their respective administration. The criteria for judging the quantitative data differ from qualitative design because in the latter part the researcher seeks believability, based on coherence, insight and trustworthiness through a process of verification rather than through traditional validity and reliability (Madamesila, 2012). In addition, Madamesila (2012) explained that the source for getting the main and concluding idea of the different problems and issues during the FGD was from the teacher-participants understanding, beliefs, objectivity and persuasiveness. There should be consistency and rationality on their responses to come up with the final idea and conclusion.

Data Gathering Procedure

The following procedures were done in gathering the data:

The researcher personally handed the letter to the Division Superintendents of Kabankalan City and Negros Occidental expressing the purpose and seeking their permission to conduct the research in the public elementary schools under their jurisdiction. The total population of teacher-participants was done by seeing the Division Planning of both divisions. The researcher then, identified the 347 teacher-participants by district and school location of CHICKS (Candoni, Hinoba-an, Ilog, Cauayan, Kabankalan City and Sipalay City) using the Sloven's formula. He directly travelled and explained to the school heads and the participants the research instrument and the purpose of the study. Furthermore, he asked the patients and indulgence of the participants to answer the questionnaire and had a copy/attach of their approved IPCRF for S.Y. 2015-2016. The survey questionnaire and IPCRF were retrieved from the teacher-participants at the scheduled date and time proposed by the school administrators. Majority of the questionnaires was personally gathered by the researcher. Some that were not gathered personally were confirmed through phone calls and text messages. For almost three (3) months the survey questionnaires were distributed and retrieved. Upon retrieval of the accomplished copies of the instruments, the answers were coded, tallied, computer-processed, analyzed, and interpreted. Focus Group Discussion (FGD) was done after the statistician computed the results of the responses of teacher-participants together with their IPCRF. The participants came from the CHICKS area. The process involved the formulating research questions, developing protocols, soliciting participants, arranging venue, facilitating focus group, transcribing, analyzing data and reporting and confirming results. The researcher served as a focus group moderator responsible for guiding the participants through conversation. Video recorders were also present to assist the researcher in documenting the necessary dialogue and conversations. The FGD lasted for almost one (1) hour.

Statistical Treatment of Data

The following statistical tools were used in this study.

To determine the profile of public elementary teachers in the 6th Congressional District of Negros Occidental in terms of age, sex, length of service, teaching position, educational attainment and city/municipality, frequency and percentage distribution were used. To determine the extent of the

compliance with the code of conduct of public elementary teachers in terms of commitment to public interest, professionalism, justness and sincerity, responsiveness to public, nationalism and patriotism, commitment to democracy and simple living mode was utilized. To determine the overall of teaching performance of public elementary teachers in in the 6th Congressional District of Negros Occidental mean was used. To determine the significant difference in the extent of compliance with the code of public elementary teachers in 6th Congressional District of Negros Occidental when taken as a whole and in each of the components when grouped according to age, sex, length of service, teaching position, educational attainment and city/municipality Chi-Square was employed.

To know the significant relationship between the compliance of code of conduct and teaching performance of public elementary teachers in 6th Congressional District of Negros Occidental when taken as a whole Pearson r was used.

Results and Discussion

As shown in Table 4 study reveals that when the participants are grouped according to sex, 38 or 11% were male teachers and 309 or 89% were female teachers. It means that majority of the participants are female. This result is supported by Kadtong (2013) whose findings revealed that females dominate the teaching profession. This statement is also supported by Lee (2016) that women have developed and gained more patience in dealing with younger children. Furthermore, she added that women in general have more emotional and practical attachment to younger children than men because they are the ones who look after and bring up their own children at home while traditionally men “go out” to work. Likewise, T4 mentioned during the FGD that female teachers have tender-loving care (TLC) in dealing the pupils. Huang and Fraser (2009) investigated that female teachers reported significantly more favorable perceptions in terms of greater professional interest, purposefully engage themselves in children’s activities and programs and employ different styles in teaching. The result is also supported by Ramsay (2016) whose study revealed that more than three-fourths of regular classroom teachers were female. Huang and Fraser (2009) investigated that female teachers reported significantly more favorable perceptions in terms of greater collegiality, professional interest, and gender equity than male teachers. Table 4 further reveals that when the participants are grouped according to age, 76 or 21.9% of the teachers belong to age bracket of 21 to 30 and 112 or 32.9 % of teachers belong to age bracket of 31 to 40. Also, 76 or 21.9% of the teachers are 41 to 50 years old. Those teachers aged 51 years old and above comprise 23.9%. For this reason, the majority of the teachers are aged 31 to 40 years old. This proves that the participants are in the middle ages which can fill in the gaps of the retiree teachers in the in the future. Ibhafidon (2015) revealed that teachers in the middle ages can be great connectors of present and the past because of the prevailing interactions of teaching-learning of the present and new generations. Furthermore, ages 21-30 and 41-50 got the same percentage of 21.9. This advances that the participants can be great contributors of learning between the two ages. They can share ideas that can affect their strategies and techniques in delivering the lessons. When the participants are grouped according to length of service, 152 or 43.8 participants are in 1-10 years in teaching profession, 106 or 30.5 participants in 11-20 years of teaching career, 67 or 19.3 participants in 21-30 years, and 22 or 6.4 participants in 31-40 years. According to Hammon (2012) the younger the teachers in the service the more he/she committed to serve the department because of willingness to learn and adapt n his/her chosen profession. Furthermore, Table 4 reveals that when grouped according to teaching position, out of the 347 participants 241 or 69.5 % of the teachers are Teacher 1, 52 or 15% are Teacher 2, 40 or 11.5 are teacher 3. However, 10 or 2.9% of the teachers are Master Teacher 1 and 4 or 1.2% are Master Teacher 2. This proves that majority of the teachers are young. This implies that only few of the Public Elementary School Teachers are aiming for coordinatorship and only few enrol in graduate studies as requirements for Master Teacher. This is supported by Wayne & Youngs (2013) who advanced that there is no distinction between the duties of one teaching position and those of other teaching positions. All are involved in classroom teaching. Hence, teaching positions are classified based on the personal qualifications of the incumbents thereof rather than based on the preponderant duties and responsibilities and qualification requirements of the positions. During the Focus Group Discussion, T7 acclaimed on the question, “*Nga-a kalabanan nga teachers Teacher 1?*”(Why most of the teachers are Teacher I?) she answered that, “*Kay sir, tamaran na sila papromote kag iban la masteral ti kinahanglan gid na. Kag damo pa papers nga i-*

accomplish.” (Sir, they are indolent to be promoted and most of the teachers don’t have master’s degree and there are more papers to be accomplished). T7 answered was supported by T3, T5 & T8. When the participants are grouped according to their educational attainment, results show that majority of the participants or 288(83%) are Bachelor’s Degree and only 6 or 11.11% having Master’s degree. Based on the observations of the researcher it seems to suggest that teachers do not have master’s degree because of financial constraints, additionally graduate study entails time and effort to acquire the degree. Some of the teachers are prioritizing the needs of the families rather than enrolling in graduate studies. Findings of Zuzovsky, (2013) revealed that teachers’ academic degrees (Bachelor’s, Master’s, doctorate, and other) are inconclusive. She added that long-term impact outcomes, refers to teachers empowerment to sustain student learning throughout of their lives. Lastly, table 4 illustrates that out of the 347 participants, 175 or 50.4% teach in the schools within the Municipality and 172 or 49.6% of the teachers teach within the City. The result of the table was supported by Bogler (2011) when he discovered that from a sample of 930 teachers in the Northern Israel. 595 or 64% of the teachers taught in rural or municipality schools, 242 or 26% in urban or city areas and the rest are 93 or 10% in other areas.

Table 4 : Profile of Public Elementary Teachers in the 6th Congressional District of Negros Occidental

Variable	Category	<i>f</i>	%
Entire Group		347	100.00
Sex	Male	38	11.0
	Female	309	89.0
Age	21-30	76	21.9
	31-40	112	32.2
	41-50	76	21.9
	50 & above	83	24.0
Length of Service	1-10	152	43.8
	11-20	106	30.5
	21-30	67	19.3
	31-40	22	6.4
Teaching Position	Teacher 1	241	69.5
	Teacher 2	52	15.0
	Teacher 3	40	11.5
	Master Teacher 1	10	2.9
	Master Teacher 2	4	1.20
Educational Attainment	Bachelor	288	83.0
	Master’s Degree	59	17.0
	Doctorate	0	0.0
School Location	Municipality	175	50.4
	City	172	49.6

Extent of the Compliance with the Code of Conduct of the Participants

Table 5 indicates the extent of the compliance with the code of conduct of the participants in terms of commitment to public interest as a whole. The data show that the public elementary teachers in the 6th Congressional District have “Always” practiced the commitment to public interest as part of their teaching professions. Item C which is the observance of 8-hour official time was done by 297 participants. It is mandated by the Civil Service Commission that teachers should observe proper contact time to the learners and the other school works. This is the reason why teachers have always Form 48 to fill in morning and afternoon. Item A got 276 responses among the participants. One of the criteria of classroom monitoring is that all teachers should observe cleanliness and orderliness of the classrooms because it is the second home of the learners and a place of learning and discovery. In item D 274 responded that they render service beyond regular working hours when necessary. They serve the Filipino learners more than the necessary hours. 268 chose item B which states that teachers are good communicators of the activities in the school so that stakeholders attain 100% participations in the programs/activities. But sometimes, teachers’ factions are noticeable among the schools because of lack of interpersonal skills. 250 chose item E which states that they attend pupils’ needs and interest promptly. In line with this, Ejuu (2008) notes that the results indicate that factors influencing 21st teachers' professional commitment, center on their culturally and / or ideologically - based dedication to making a difference for students and on their willingness to devote personal time and energy outside their classrooms to take action on that commitment.

Table 5 : Extent of the Compliance with the Code of Conduct of Participants in Terms of Commitment to Democracy when taken as a Whole

I. Commitment to Democracy	As a whole (n=347)					Mode
	N	S	ST	O	A	
a. Understands and obeys the Constitution and Laws of the land	0	0	1	70	276	Always
b. Does not engage in panic buying, hoarding and other form of economic sabotage	0	0	1	78	268	Always
c. Acts in accordance with rules and laws of the office	0	0	6	44	297	Always
d. Submits sworn statements of assets and liabilities regularly	0	0	5	68	274	Always
e. Exercise prudence in the performance of duties and responsibilities	0	0	2	95	250	Always

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 6 demonstrates the extent of the compliance with the code of conduct of participants in terms of commitment to public interest when grouped according to sex. It also reflects that sex has nothing to do in performing the commitment to public interest because all the items under this code of conduct the majority of the participants “Always” do their best to provide quality education on its clientele. But considering the number of the participants, female teachers do more in doing the code of conduct. 276 out of 347 maintain cleanliness and healthy accommodation of work place/classroom. Also, 268 of the participants maintain good interpersonal relationships with co-teachers and stakeholders. Observance of 8-hour official time is done by 298 of the participants. In which got the highest responses among the items. Male and female participants are time conscious and ready to sacrifice the time for family just to come to school early in the morning. Of the participants, 274 render service beyond regular working hours when necessary most especially during school activities and 250 attends to pupils’ needs and interest promptly. As Croswell (2013) says that commitment is currently considered to be external to the teacher, and include commitment to the school or organization, students, career continuance, professional knowledge base, and the teaching profession.

Table 6 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Commitment to Public Interest when Grouped According to Sex

I. Commitment to Public Interest	Male (n=38)					Female (n=309)				
	N	S	ST	O	A	N	S	ST	O	A
a. Maintains cleanliness and healthy accomodation of work places/classroom	0	0	0	5	33	0	0	1	65	243
b. Maintains good interpersonal relationships with co-teachers and stakeholders	0	0	0	5	33	0	0	1	73	235
c. Observes the 8-hour official time	0	0	1	2	33	0	0	5	42	262
d. Renders service beyond regular working hours when necessary	0	0	0	5	33	0	0	5	63	241
e. Attends to pupils' needs and interest promptly	0	0	0	5	33	0	0	1	90	218

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

The table below indicates the extent of the compliance with the code of conduct of the participants in terms of commitment to public interest when grouped according to age. It shows that ages 31 to 40 got the highest responses in all items and “Always” is the dominant answer of the participants. It denotes that teachers in these ages have strong commitment to attain the necessary standards of giving what is due to the learners and the community they serve. Meanwhile, 51 and above age bracket is able to perform commitment to public interest compared to other age brackets (21 to 30 and 41 to 50). It entails that retiree teachers are still able to serve the pupils and stakeholders when it comes to education. Nabukenya (2010) reflects that the degree of internal motivation, enthusiasm and job satisfaction among teachers who are 25 to 45 derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs.

Table 7 : Extent of the Compliance with the Code of Conduct of Participants in terms of Commitment to Public Interest when Grouped According to Age

I. Commitment to Public Interest	21-30 n=76					31-40 (n=112)					41-50 (n=76)					51 and above (n=83)				
	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A
a. Maintains cleanliness and healthy a accomodation of work places/classrooms	0	0	0	17	59	0	0	0	21	91	0	0	1	14	61	0	0	0	18	65
b. Maintains good interpersonal relationships with co-teachers and stakeholders	0	0	0	12	64	0	0	0	30	82	0	0	1	13	62	0	0	0	23	60
c. Observes the 8-hour official time	0	0	2	12	62	0	0	3	18	91	0	0	1	8	67	0	0	0	6	77
d. Renders service beyond regular working hours when necessary	0	0	1	15	60	0	0	3	22	87	0	0	1	14	61	0	0	0	17	66
e. Attends to pupils' needs and interest promptly	0	0	1	20	55	0	0	1	28	83	0	0	0	17	59	0	0	0	30	53

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 8 demonstrates the extent of the compliance with the code of conduct of participants in terms of commitment to public interest when grouped according to length of service. It denotes that majority of the participants of this code of conduct are under 1-10 years of service and “Always” is the dominant answer. According to Hammon (2010) the younger the teachers in the service the more he/she committed to serve the department because of willingness to learn and adapt his/her chosen profession. Consequently, there are teachers having an experience of 31-40 years that gain the lowest responses among the participants but they are eager to commit themselves to better serve the public interest all throughout their lives. And they do all the items “Always” and “Often” despite of their experience. Noticeably, 11-20, 21-30 and 31-40 years in the services have minimal responses of “Sometimes” on selected items. It means that those older in the teaching have enthusiasm to give their time and effort to the learners compare to those who are younger in the service.

Table 8 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Commitment to Public Interest when Grouped According to Length of Service

I. Commitment to Public Interest	1-10 (n=152)					11-20 (n=106)					21-30 (n=67)					31-40 (n=22)				
	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A
a. Maintains cleanliness and healthy accommodation of work places/classrooms	0	0	0	29	123	0	0	0	25	81	0	0	1	12	54	0	0	0	4	18
b. Maintains good interpersonal relationships with co-teachers and stakeholders	0	0	0	27	125	0	0	1	31	74	0	0	0	13	54	0	0	0	7	15
c. Observes the 8-hour official time	0	0	3	26	123	0	0	2	11	93	0	0	1	4	62	0	0	0	3	19
d. Renders service beyond regular working hours when necessary	0	0	4	30	118	0	0	1	21	84	0	0	0	14	53	0	0	0	3	19
e. Attends to pupils' needs and interest promptly	0	0	1	37	114	0	0	1	28	77	0	0	0	24	43	0	0	0	6	16

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

The extent of the compliance with the code of conduct of the participants in terms of commitment to public interest when grouped according to teaching position is present in Table 9. It denotes that 241 of the participants belong to Teacher 1. And they commonly answered “Always” in commitment to public interest. Rice (2013) found a positive effect of experience on teacher effectiveness; specifically, the “learning by doing” effect is most obvious in the early years of teaching. It is noted also that as the teaching position goes higher commitment to serve the Filipino learners has improved and increased because of the greater expectations of the department and community from the teachers. Item C gets the highest responses among the participants. Whatever the teaching positions of the teachers, observant of official time is always a big deal in order to have close supervisions on the learners. Lastly, item E got the lowest responses, teachers sometimes neglected their pupils due to auxiliary services caused by multi-tasking.

Table 9 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Commitment to Public Interest when Grouped According to Teaching Position

I. Commitment to Public Interest	T-1 (n=241)					T-2 (n=52)					T-3 (n=40)					MT-1 (n=10)					MT -2= (n=4)					
	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	
a. Maintains cleanliness and healthy accommodation of work places/classrooms	0	0	1	50	190	0	0	0	17	35	0	0	0	2	38	0	0	0	0	10	0	0	0	0	1	3
b. Maintains good interpersonal relationships with co-teachers and stakeholders	0	0	1	56	184	0	0	0	13	39	0	0	0	8	32	0	0	0	0	10	0	0	0	0	1	3
c. Observes the 8-hour official time	0	0	5	31	205	0	0	1	6	45	0	0	0	6	34	0	0	0	1	9	0	0	0	0	0	4
d. Renders service beyond regular working hours when necessary	0	0	3	51	187	0	0	1	9	42	0	0	1	7	32	0	0	0	0	10	0	0	0	0	1	3
e. Attends to pupils' needs and interests promptly	0	0	2	65	174	0	0	0	18	34	0	0	0	9	31	0	0	0	1	9	0	0	0	0	2	2

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 10 denotes the extent of the compliance with the code of conduct of the participants in terms of commitment to public interest when grouped according to educational attainment. It shows that 288 participants have attended Bachelor’s Degree and 59 participants have Master’s Degree. According to Murnane (2014) the requirement for teachers to have a second degree raises the cost, financially as well as in time, of teacher education. Likewise, most of the participants are “Always” doing the commitment for developing life-long learners. It is also noted that, 250 Bachelor’s Degree holders prioritize to render service beyond regular working hours when necessary and got lowest responses on item B. Maybe, if teachers get higher degree some stakeholders are aloof of approaching those teachers because of his/her achievements. Meanwhile 250 Bachelor’s Degree holders are always observing 8-hour official time and get low responses on item E. There are teachers who do straight teaching who sometimes forget to attend to the needs of the pupils directly. With this, it is evident that teachers who attended graduate studies have different focus compared to the latter.

Table 10 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Commitment to Public Interest when Grouped According to Educational Attainment

I. Commitment to Public Interest	Master (n=59)					Bachelor (n=288)				
	N	S	ST	O	A	N	S	ST	O	A
a. Maintains cleanliness and healthy accomodation of work places/classrooms	0	0	0	14	45	0	0	1	56	231
b. Maintains good interpersonal relationships with co-teachers and stakeholders	0	0	0	15	44	0	0	1	63	224
c. Observes the 8-hour official time	0	0	1	11	47	0	0	5	33	250
d. Renders service beyond regular working hours when necessary	0	0	1	8	50	0	0	4	60	224
e. Attends to pupils' needs and interest promptly	0	0	0	14	45	0	0	2	81	205

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 11 presents the extent of the compliance with the code of conduct of public elementary teachers in terms of commitment to public interest when grouped according to school location. Based on the population of teachers, most participants come from the schools which are located within the municipality of 6th Congressional District. Their number is almost equal with the number of teachers teaching in the city division. The data prevails that the participants “Always” observing all the items.

The findings above were supported by T3 during the Focus Group Discussion, when she said that, “*Damo man nga teachers committed sa ila nga teaching profession sa rural or schools located sa municipalities kay wala gid masyado influence sang technology and lifestyle...ti may time gid sila ya makahimo sang visual aids kag ma-istorya sa ila co-teachers para manami pa gid ila relasyon.* (There are many teachers who teach in rural or schools located in municipalities that are committed in the teaching profession because they are not influenced by technology and lifestyle. They have time to make their visual aids and have time to greet and talk to their co-teachers to have harmonious relationship in their working place).

It is also noted that the participants have different priorities. Teachers assigned in the cities have given more importance to item C which teacher from the municipalities considered item A. Though item A may not be considered a problem, both modes under “Always” have the least number when the teachers’ responses ranked from highest to lowest. This denotes that though attending to pupils’ needs and interest promptly was always done by teachers from both locations, this function is the least considered as always practiced. It denotes that wherever the teachers teach from city or municipality areas there are lapses to give the necessary needs of the pupils because of certain situations that the teachers need to give an intention most especially their families.

Table 11 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Commitment to Public Interest when Grouped According to School Location

I. Commitment to Public Interest	City (n=172)					Municipality (n=175)				
	A	O	ST	S	N	A	O	ST	S	N
a. Maintains cleanliness and healthy accomodation of work places/clsrooms	0	0	1	49	122	0	0	0	21	154
b. Maintains good interpersonal relationships with co-teachers and stakeholders	0	0	0	48	124	0	0	1	30	144
c. Observes the 8-hour official time	0	0	5	22	145	0	0	1	22	152
d. Renders service beyond regular working hours when necessary necessary	0	0	3	43	126	0	0	2	25	148
e. Attends to pupils' needs and interest promptly	0	0	2	57	113	0	0	0	38	137

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 12 indicates that the extent of the compliance with the code of conduct of the participants in terms of professionalism as a whole. The data show that most of the participants are “Always” complying all the items under professionalism. The table shows that 242 of the participants give enough time and effort on item E. Teachers are known to be an agent of change therefore, they must be adept with necessary competencies and skills that are needed in the 21st century. By that, the Department of Education obliges the teachers to attend trainings or seminars to keep abreast of the changes in teaching-learning process and be

informed of the new curriculum. Male teachers are adherent to this endeavour because they are known to be potential administrators. Also, 238 participants make item A to be the second priority. Teachers are role model of punctuality. However, out of 347 participants, 102 responded “Often” and 7 answered “Sometimes” respectively, natural calamities, weather disturbances, family and transportation problems hamper them to be in school on time. However, 232 participants made item C their third priority. It is shown during classroom observations by the administrators or school heads. Comments and feedback are given to the teachers for their improvement. 194 of the participants comply item D. Teachers are always visible in the school during class hours and tend to cater the needs of the pupils. Based on the observation, results suggest that a teacher could leave the class because of personal transactions. Item B is the last priority of the participants with 194 responses Teachers are obliged to pass reports most especially the MPS (Mean Percentile Score) and Item Analysis every quarter to sort out the needed interventions if necessary. However, 144 participants answered “Often” and 9 answered “Sometimes”. Teachers are occupied with their teaching loads and other school works that sometimes they tend to forget to pass the reports on time. More than the results, **Association of American Educators (2013) explains that** the professional educator have responsibility and accountability for his or her performance and continually strives to demonstrate competence.

Table 12 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Professionalism when taken as a whole

II. Professionalism	As a whole (n=347)					Mode
	N	S	ST	O	A	
a. Reports to work on time	0	0	7	102	238	Always
b. Passes required reports promptly and efficiently	0	0	9	144	194	Always
c. Accepts criticisms constructively and objectively	0	0	8	107	232	Always
d. Strictly observes "no loafing during office hours"	0	1	7	128	211	Always
e. Continuously enhances skills and competence for professional growth by attending trainings, seminars etc.	0	0	3	102	242	Always

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

The table below presents the extent of the compliance with the code of conduct of the participants in terms of professionalism when grouped according to sex. It shows that male and female participants are conforming all the items under this code of conduct as reflected in their answers of “Always”. It is obvious that majority of the participants are female and less are male teachers. In the study of Kadtong (2013) she concluded that female teachers dominate the teaching profession. Females tend to have more of a liking for the little kids and have a temperament suited to working with them. People see men who want to work with little kids as a bit weird. On all the items, Item E got the highest responses among male and female participants, both of them are trying their best to enhance their skills and competencies by attending international, regional, and division trainings and seminars so that new information and knowledge are grasped and could be used in developing 21st century learners. Also, both of them obtained lowest responses on item B. Male and female teachers sometimes could not pass the reports on scheduled date because of occupied works. Darmody & Smyth (2014) found out that sex was not a significant factor in teaching career. Madamesila (2012) explained that the effectiveness of being a teacher does not depend on sex but what matter most are the teaching strategies they utilized which effectively improved learning outcomes

Table 13 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Professionalism when Grouped According to Sex

III. Justness and Sincerity	Male (n=38)					Female (n=309)				
	N	S	ST	O	A	N	S	ST	O	A
a. Avoids discrimination in the performance of duty	0	0	0	4	34	0	0	7	78	224
b. Observes gender sensitivity among pupils	0	0	1	4	33	0	0	4	65	240
c. Respects superiors, fellow teachers/co-teachers and stakeholders	0	0	0	6	32	0	0	2	53	254
d. Admits mistakes honestly and humbly and exerts efforts to correct them	0	0	2	5	31	0	0	3	70	236
e. Avoids prejudices and biases in dealing with pupils and co-teachers	0	0	1	6	31	0	0	5	86	218

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 14 displays the extent of the compliance with the code of conduct of the participants in terms of commitment to public interest when grouped according to age. It shows that ages 31 to 40 got the highest responses in all items considering that 112 participants belong to this group and “Always” are the dominant answers of the participants. Nabukenya (2010) reflects that the degree of internal motivation, enthusiasm and job satisfaction among teachers who are 25 to 45 derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs. It is noted that ages 21 to 30 and 41 to 50 are keep on longing to continuously improve the skills and competences by attending seminars. Professional In-Service Training in every district is an avenue for these age brackets. However, ages 21 to 30, 31 to 40 and 41 to 50 gave item B the lowest responses as indicated by their modes of 42, 67 and 41 respectively. Both of them are adjusting to pass the reports effectively and efficiently. Online reports are “in” in this generation that sometimes become the reason why teachers are delayed to pass the report on time. Part of the routine of ages 51 and above is to wake up early in the morning that is why item A is the priority of this age group. Item D on the other hand got the lowest responses.

Table 14 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Professionalism when Grouped According to Age

II. Professionalism	21-30 (n=76)					31-40 (n=112)					41-50 (n=76)					51 and above (n=83)				
	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A
a. Reports to work on time	0	0	2	24	50	0	0	3	37	72	0	0	2	21	53	0	0	0	20	63
b. Passes required reports promptly and efficiently	0	0	0	30	42	0	0	1	44	67	0	0	2	33	41	0	0	2	37	44
c. Accepts criticisms constructively and objectively	0	0	0	25	51	0	0	3	30	79	0	0	1	21	54	0	0	4	31	48
d. Strictly observes "no loafing during office hours"	0	1	0	24	51	0	0	4	37	71	0	0	1	29	46	0	0	2	38	43
e. Continuously enhances skills and competence for professional growth by attending trainings, seminars etc.	0	0	0	29	57	0	0	0	40	72	0	0	2	20	54	0	0	1	23	59

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Extent of the compliance with the code of conduct of the participants in terms of professionalism when grouped according to length of service is demonstrate in Table 15. It shows that younger teachers who are 1 to 10 years in teaching career dominated this code of conduct. It is noted also that the foremost answers of the participants on all items are “Always”. Rice (2013) further added that teachers who are in younger years are willing to be trained to continuing improve their teaching strategy. It is expected that those who have 31 to 40 years of experience got the lowest responses among the participants. Based on the table, different years of teachers in the teaching profession have their own priorities. Item E is the primacy of those who served in 1 to 10 and 11 to 20. This proves that younger teachers in the field are seeking professional trainings and seminars to improve their profession. On the other hand, 21 to 30 years in the service give priority on item A and item C have an impact on teachers having 31 to 40 years in teaching. These teachers are now open for corrections and criticisms because of their willingness to adapt in the new trends of curriculum and fill-in the gaps between the present generations. Item B is the least priority of those in the service for 1 to 10 and 31 to 40 and item D for 11 to 20 and 21 to 30 years of services. Rice (2013) further

added that those who are in older experiences can be the mentor of being professional to the younger generations' teachers.

Table 15 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Professionalism when Grouped According to Length of Service

II. Professionalism	1-10 (n=152)					11-20 (n=106)					21-30 (n=67)					31-40 (n=22)				
	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A
a. Reports to work on time	0	0	1	53	98	0	0	5	28	73	0	0	1	14	52	0	0	0	7	15
b. Passes required reports promptly and efficiently	0	0	3	65	84	0	0	5	39	62	0	0	0	29	38	0	0	1	11	10
c. Accepts criticisms constructively and objectively	0	0	1	46	105	0	0	6	30	70	0	0	1	25	41	0	0	0	6	16
d. Strictly observes "no loafing during office hours"	0	0	2	51	99	0	1	5	39	61	0	0	0	30	37	0	0	0	8	14
e. Continuously enhances skills and competence for professional growth by attending trainings, seminars etc.	0	0	2	41	109	0	0	1	32	73	0	0	0	22	45	0	0	0	7	15

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 16 denotes the extent of the compliance with the code of conduct of the participants in terms of professionalism when grouped According to Length of Service. It reflects that Teacher 1 dominated the population of teachers and “Always” is the common answers among the participants. For T-1, T-2 and MT-1 which obtained 162, 37 and 10 responses respectively, item E is the best response. To be a mentor, professor and teacher advances of skills and competences are needed to enhance so that effective and efficient teaching could achieve. The prior statement is supported by Wayne & Youngs (2013) states that seminars and trainings are the weapons of the teachers to be upgraded of teaching styles and strategies. For MT-2, item C is the exact area to be observed. Accepting the comments positively could make their positions workable. T-1, MT-1 and MT-2 make Item B a particular item to be updated and item D for T-2 and T-3. Furthermore, Wayne & Youngs (2013) noted that there is no distinction between the duties of one teaching position and those of other teaching positions. All are involved in classroom teaching.

Table 16 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Professionalism when Grouped According to Teaching Position

II. Professionalism	T-1 (n=241)					T-2 (n=52)					T-3 (n=40)					MT-1 (n=10)					MT-2 (n=4)					
	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	
a. Reports to work on time	0	0	4	78	159	0	0	1	14	37	0	0	2	7	31	0	0	0	2	8	0	0	0	0	1	3
b. Passes required reports promptly and efficiently	0	0	7	103	131	0	0	1	17	34	0	0	1	12	27	0	0	0	4	6	0	0	0	0	2	2
c. Accepts criticisms constructively and objectively	0	0	7	78	156	0	0	0	16	36	0	0	1	12	27	0	0	0	1	9	0	0	0	0	0	4
d. Strictly observes "no loafing during office hours"	0	0	6	91	144	0	1	0	20	31	0	0	1	14	25	0	0	0	1	9	0	0	0	0	2	2
e. Continuously enhances skills and competence for professional growth by attending trainings, seminars etc.	0	0	2	77	162	0	0	0	15	37	0	0	1	9	30	0	0	0	0	10	0	0	0	0	1	3

Table 17 presents the extent of the compliance with the code of conduct of the participants in terms of professionalism when grouped according to educational attainment. Majority of the participants have Bachelor’s Degree as indicted by their number which is 288. “Always” is the dominant answer. Both participants marked item E to be the first compliance. To become an outstanding teacher, teachers must engage their personality on professional trainings so that proficiency of the subjects could be attained. Dennis (2011) believes that the teacher is an important force in school learning. His personality and method has direct and cumulative impact on the lives and learning habits of pupils. Item D has the lowest responses from participants with master’s Degree. Being in the class hours is an opportunity to share the knowledge and wisdom to the learners and showing them love in their chosen profession. However, item B got the lowest responses from the Bachelor’s degree holders.

Table 17 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Professionalism when Grouped According to Educational Attainment

II. Professionalism	Master (n=59)					Bachelor (n=288)				
	N	S	ST	O	A	N	S	ST	O	A
a. Reports to work on time	0	0	2	17	40	0	0	5	85	198
b. Passes required reports promptly and efficiently	0	0	1	23	35	0	0	8	121	159
c. Accepts criticisms constructively and objectively	0	0	1	16	42	0	0	7	91	190
d. Strictly observes "no loafing during office hours"	0	1	1	24	33	0	0	6	104	178
e. Continuously enhances skills and competence for professional by attending trainings, seminars etc.	0	0	1	14	44	0	0	2	88	198

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 18 indicates the extent of the compliance with the code of conduct of the participants in terms of professionalism when grouped according to school location. Majority of the participants that answered "Always" come from the Municipality schools where the participants teach. Most of the participants are observing professionalism whether teachers' assignment are in mountainous areas. Item A, is the best descriptor for the teachers in the municipalities. They always report to school on time since most of the teachers are assigned in the locality where they live. Some teachers are stay-in in the schools. Item C is the priority of the teachers in the city division. Accepting criticisms positively can create better workplace to teach and learn. Conversely, both participants identified item B to become the lowest of having 80 and 114 responses. Obasi (2008) added that equal teaching performance could arise if given focus to the needs of both rural and urban/city schools.

Table 18 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Professionalism when Grouped According to School Location

II. Professionalism	City(n=172)					Municipality (n=175)				
	N	S	ST	O	A	N	S	ST	O	A
a. Reports to work on time	0	0	3	67	102	0	0	4	35	136
b. Passes required reports promptly and efficiently	0	0	5	87	80	0	0	4	57	114
c. Accepts criticisms constructively and objectively	0	0	7	54	111	0	0	1	53	121
d. Strictly observes "no loafing during office hours"	0	1	7	71	93	0	0	0	57	118
e. Continuously enhances skills and competence for professional growth by attending trainings, seminars etc.	0	0	2	63	107	0	0	1	39	135

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 19 demonstrates the extent of the compliance with the code of conduct of the participants in terms of justness and sincerity as a whole. The data show that the participants are "Always" ready to comply the items under this code of conduct. Item C got the highest responses among 286 participants. Item B is the second priority of the participants as shown by 273 responses. Schools nationwide are mandated to comply the Gender And Development (GAD) program of DepEd. Alberta Teachers Association (2009) asserts that teachers should respect the dignity and rights of all persons without prejudice as to race, religious beliefs, color, gender, sexual orientation, gender identity, physical characteristics, disability, family status, age, ancestry, place of origin, place of residence, socio-economic or linguistic background of the learners. Item D was the third priority of the participants as indicated by 267 responses. Honesty is the best policy. Admitting one's fault is a sign of being humble and sincere to correct the mistakes. Item A got 258 responses that make fourth priority of the participants. Teachers have common friends in the workplace that always been a good company but there times that teachers have factions because of own principles and dignity. Item E got 249 responses making the lowest. According to ACT Public Service Code of Ethics (2008) teachers should act with fairness and integrity when they: respect the rights and dignity of students, their colleagues and others, avoid conflicts between their private interests and professional responsibilities do not take, or seek to take, improper advantage of their position in order to obtain a benefit for themselves or any other person and act with probity and impartiality.

Table 19 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Justness and Sincerity when taken as a whole

III. Justness and Sincerity	As a whole (n=347)					Mode
	N	S	ST	O	A	
a. Avoids discrimination in the performance of duty	0	0	7	82	258	Always
b. Observes gender sensitivity among pupils	0	0	5	69	273	Always
c. Respects superiors, fellow teachers/co-teachers and stakeholders	0	0	2	59	286	Always
d. Admits mistakes honestly and humbly and exerts efforts to correct them	0	0	5	75	267	Always
e. Avoids prejudices and biases in dealing with pupils and co-teachers	0	0	6	92	249	Always

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 20 displays the extent of the compliance with the code of conduct of the participants in terms of justness and sincerity when grouped according to sex. As seen in the table almost all of the participants answered “Always”. Male and female teachers have their own way of complying all the items under this code of conduct. Male teachers make item A to be the top priority among others with 34 responses. Ingersoll (2014) found out that male teachers were less likely to depart than were female teachers in the USA and most of the male teachers work without any reservation and discrimination beyond duties. However, female teachers likely to prioritize item C. Alberta Teachers Association (2009) asserts that teachers should respect the dignity and rights of all persons. It is noted also that, item E got the lowest responses among male and female teachers with 31 and 218 respectively. Watt et al. (2007) expresses that teachers should be fair in dealing the pupils because of their uniqueness. Every learner possesses different styles of interactions.

Table 20 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Justness and Sincerity when Grouped According to Sex

III. Justness and Sincerity	Male (n=38)					Female (n=309)				
	N	S	ST	O	A	N	S	ST	O	A
a. Avoids discrimination in the performance of duty	0	0	0	4	34	0	0	7	78	224
b. Observes gender sensitivity among pupils	0	0	1	4	33	0	0	4	65	240
c. Respects superiors, fellow teachers/co-teachers and stakeholders	0	0	0	6	32	0	0	2	53	254
d. Admits mistakes honestly and humbly and exerts efforts to correct them	0	0	2	5	31	0	0	3	70	236
e. Avoids prejudices and biases in dealing with pupils and co-teachers	0	0	1	6	31	0	0	5	86	218

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 21 reveals the extent of the compliance with the code of conduct of the participants in terms of justness and sincerity when grouped according to age. It shows that age group of 31 to 40 is doing well on this code of conduct and all the age groups perceived all the items “Always”. It is noted that ages 21 to 30, 41 to 50 and 51 and above identified item C as the number 1 compliance of the code of conduct with 64 and 71 responses respectively. However, for ages 31 to 40, item C could be the priority, that is observing gender sensitivity among pupils as shown by 91 responses. This finding is supported by ACT Public Service Code of Ethics (2008) when it claims that teachers act with fairness and integrity when they: respect the rights and dignity of students, their colleagues and others. On other hand, item E got the lowest responses among ages 21 to 30, 31 to 40 and 41 to 50. It denotes that whatever the ages of the teachers there are times that biases in dealing with pupils and co-teachers prevail because of personal intentions but teachers can overcome those situations. Item A remarks less compliance among ages 51 and above with 54 responses.

Table 21 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Justness and Sincerity when Grouped According to Age

III. Justness and Sincerity	21-30 (n=76)					31-40 (n=112)					41 - 50 (n=76)					51 and above (n=83)				
	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A
a. Avoids discrimination in the performance of duty	0	0	2	15	59	0	0	2	22	88	0	0	0	19	57	0	0	3	26	54
b. Observes gender sensitivity among pupils	0	0	2	11	63	0	0	1	20	91	0	0	1	18	57	0	0	1	20	62
c. Respects superiors, fellow teachers/co-teachers and stakeholders	0	0	1	11	64	0	0	1	24	87	0	0	0	12	64	0	0	0	12	71
d. Admits mistakes honestly and humbly and exerts efforts to correct them	0	0	2	13	61	0	0	2	31	79	0	0	1	18	57	0	0	0	13	70
e. Avoids prejudices and biases in dealing with pupils and co-teachers	0	0	1	20	55	0	0	2	27	83	0	0	2	18	56	0	0	1	27	55

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

As shown in Table 22 the extent of the compliance with the code of conduct of the participants in terms of justice and sincerity when grouped according to length of service. It indicates that younger teachers who render 1 to 10 years lead the compliance of code of conduct. Most of the responses of the participants are “Always” on all the items of professionalism. Zuzovsky (2013) noted that the relationship between teacher experience and student achievement is eminent if the teachers are fair enough to give what is due to the pupils. She added that younger teachers are observant of memorandum and order to sustain their profession. Item B is the number compliance of those teachers that have 1 to 10, 11 to 20 and 21 to 30 years in the services. In the study of Adeyemi (2008) found out that respect is dominant among teachers who are in the teaching profession. However, item D is the most complied by the teachers who are in 31-40 years of service and the less complied of 1-10 years in the service. American Federation of Teachers National Council on Measurement in Education National Education Council (2013) reveals that teachers in the mid-50s are open-minded for suggestions and are able to correct the mistakes for professional growth. Item E is least complied by teachers who are in 11 to 20 and 31 to 40 of years in teaching as indicated by their modes of 75 and 13 responses among the participants. On the other hand, item A, is least complied of 21 to 30 of years in the service.

Table 22 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Justness and Sincerity when Grouped According to Length of Service

III. Justness and Sincerity	1-10 (n=152)					11-20 (n=106)					21-30 (n=67)					31-40 (n=22)				
	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A
a. Avoids discrimination in the performance of duty	0	0	2	31	119	0	0	2	27	77	0	0	1	20	46	0	0	2	4	16
b. Observes gender sensitivity among pupils	0	0	1	25	126	0	0	3	21	82	0	0	0	17	50	0	0	1	5	16
c. Respects superiors, fellow teachers/co-teachers and stakeholders	0	0	0	26	126	0	0	2	18	86	0	0	0	10	57	0	0	0	5	17
d. Admits mistakes honestly and humbly and exerts efforts to correct them	0	0	1	39	112	0	0	4	21	81	0	0	0	13	54	0	0	0	5	20
e. Avoids prejudices and biases in dealing with pupils and co-teachers	0	0	0	39	113	0	0	3	28	75	0	0	3	15	49	0	0	0	9	13

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Extent of the compliance with the code of conduct of the participants in terms of justice and sincerity when grouped according to teaching position is presented in Table 23. It shows that Teacher 1 dominates the teaching position as shown by its population of 241. Most of the responses on all items are “Always”. It reflects that item C is the most complied by T-1, T-2, T-3 and MT- 2. It denotes that whatever positions teachers acquire the most important is respect towards each other and stakeholders. According to Rockoff (2014) respect among the teachers are expected for the students whatever status the teachers have. Items A, B and E are the most complied by MT- 1 and MT- 2 with 9 and 4 as mode of responses. It is noticeable that as teacher’s positions get higher all the items are being complied. On the other hand, items A, B and E are less complied of T-1, T-2 and T-3 with 172, 36 and 28 number of responses. It seems that these teachers need to follow-up the technical support of Master Teachers. According to Wayne & Youngs (2013) there is

no distinction between the duties of one teaching position and those of other teaching positions. All are involved in classroom teaching.

Table 23 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Justness and Sincerity when Grouped According to Teaching Position

III. Justness and Sincerity	T-1 (n=241)					T-2 (n=52)					T-3 (n=40)					MT-1 (n=10)					MT-2= (n=4)					
	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	N	S	ST	O	A	
a. Avoids discrimination in the performance of duty	0	0	5	56	180	0	0	2	14	36	0	0	0	11	29	0	0	0	1	9	0	0	0	0	0	4
b. Observes gender sensitivity among pupils	0	0	4	48	189	0	0	1	8	43	0	0	0	12	28	0	0	0	1	9	0	0	0	0	0	4
c. Respects superiors, fellow teachers/ co-teachers and stakeholders	0	0	2	50	199	0	0	0	9	43	0	0	0	8	32	0	0	0	2	8	0	0	0	0	0	4
d. Admits mistakes honestly and humbly and exerts efforts to correct them	0	0	5	51	185	0	0	0	11	41	0	0	0	11	29	0	0	0	2	8	0	0	0	0	0	4
e. Avoids prejudices and biases in dealing with pupils and co-teachers	0	0	5	64	172	0	0	1	14	37	0	0	0	11	29	0	0	0	1	9	0	0	0	0	0	4

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 24 shows the extent of the compliance with the code of conduct of the participants in terms of justice and sincerity when grouped according to educational attainment. It reveals that most of the teachers are Bachelors’ Degree Holder with a total population of 288 while Master’s Degree holder has a total population of 59. Striker (2011) stated that Elementary School teachers are required to have at least a Bachelor’s degree. It denotes that item C is the first concern and complied by the 237 and 49 participants. It also shows that respect is always an attitude that every teacher must have whether he/she has acquired highest educational qualifications or not. Dennis (2011) believes that the teacher is an important force in school learning and due respect whatever qualifications he/she acquires. However, item A is least complied as only 42 participants have acquired Master’s Degree. Item E was chosen by 206 participants under Bachelor’s Degree.

Table 24 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Justness and Sincerity when Grouped According to Educational Attainment

III. Justness and Sincerity	Master (n=59)					Bachelor (n=288)				
	N	S	ST	O	A	N	S	ST	O	A
a. Avoids discrimination in the performance of duty	0	0	0	15	42	0	0	7	67	214
b. Observes gender sensitivity among pupils	0	0	1	10	47	0	0	4	58	226
c. Respects superiors, fellow teachers/co-teachers and stakeholders	0	0	0	10	49	0	0	2	49	237
d. Admits mistakes honestly and humbly and exerts efforts to correct them	0	0	0	10	49	0	0	5	65	218
e. Avoids prejudices and biases in dealing with pupils and co-teachers	0	0	0	16	43	0	0	6	76	206

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 25 denotes the extent of the compliance with the code of conduct of the participants in terms of justice and sincerity when grouped according to school location. It denotes that teachers who are teaching within the municipalities ruled the compliance of this code of conduct. It is noted that “Always” is the common

answers. Furthermore, it shows that item C is the most complied by both participants. It is evident that wherever the teachers teach whether in city or rural areas the value of respect to head teachers/principals, co-teachers and stakeholders are always the guiding post of the teaching profession. Bogler (2011) commented that respect and integrity play important role in establishing good internal and external relationships among stakeholders and the community. Likewise, item E is least complied by the participants both city and municipality.

Table 25 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Justness and Sincerity when Grouped According to School Location

III. Justness and Sincerity	City (n=172)					Municipality (n=175)				
	N	S	ST	O	A	N	S	ST	O	A
a. Avoids discrimination in the performance of duty	0	0	5	46	121	0	0	2	36	137
b. Observes gender sensitivity among pupils	0	0	3	42	127	0	0	2	27	146
c. Respects superiors, fellow teachers/co-teachers and stakeholders	0	0	2	33	137	0	0	0	26	149
d. Admits mistakes honestly and humbly and exerts efforts to correct them	0	0	4	43	125	0	0	1	32	142
e. Avoids prejudices and biases in dealing with pupils and co-teachers	0	0	5	47	120	0	0	1	45	129

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Table 26 presents the extent of the compliance with the code of conduct of the participants in terms of political neutrality as a whole. The data shows that the participants “Always” practice the items under the code of conduct. Item E got the most complied responses by 286 out of 347 participants. It is embedded in the Constitution that every Filipino shall practice the rights to vote based on what he/she believes about the candidates. Item A has 278 approvals of the participants who are not utilizing any form of government resources in support of any political party or candidate. Teachers are said to be non-partisan persons. Meanwhile, item B got 260 responses that set to the third item complied by the participants. There are times that LGUs are needed by the school support its project for the sake of the learners and community. Item D has 255 responses that fall on the fourth item observed by the teachers. Item C got 247 responses which was lastly complied by the participants. According Morozumi (2012), the fundamental democratic values in society according to the legislation consist of tolerance, equality, solidarity, respect for human rights and diversity as well as communication on environment.

Table 26 : Extent of the Compliance with the Code of Conduct of the Participants in terms of Political Neutrality when taken as a whole

IV. Political Neutrality	As a whole (n=347)					Mode
	N	S	ST	O	A	
a. Does not utilize any form of government any political party or candidate	8	3	11	47	278	Always
b. Does not seek or accept favor from politicians	9	6	13	59	260	Always
c. Avoids instances/circumstances which may give where personal principles as well as professional integrity are compromised	4	2	7	87	247	Always
d. Works for the interest/welfare of the pupils more than any incumbent	0	1	8	83	255	Always
e. Exercise the right of suffrage according to the dictate of conscience	1	0	6	54	286	Always

Legend: A=Always; O=Often; ST=Sometimes; S=Seldom; N=Never

Summary of Findings

The findings of the study are as follows:

1. For the profile of the teachers, when classified according to sex, female teachers dominated the group with 309 or 89%, for the age, 31 – 40 years old overruled the age group with a percentage equivalent to 32.9%. In length of the service, 11-20 years in teaching profession dominated the variable. In teaching position, most of the participants were Teacher 1 with 241 or 69.5 %. In terms of educational attainment, 288 or 83% teachers were Bachelor's Degree holder. In terms of school location, teachers who taught in the Municipality led with 175 or 50.4% participants.

2. The extent of the compliance with the Code of Conduct of the participants when taken as a whole and grouped according to the profile variables. Results revealed that the participants "Always" complied all the items under the eight (8) code of conducts. On commitment to public interest, when taken as a whole 274 out of 347 participants chose item C which means that they strictly observed the 8-hour official time. Likewise, it also appeared to be the highest responded item when the participants were group according to the profile variables such as sex, age, length of service, teaching position, educational attainment and school location. Likewise, item E, that stated to attend to pupils' needs and interest promptly was considered being the less complied of the participants. On professionalism, when taken as a whole, it reflected that item E which is continuously enhances skills and competence for professional growth by attending trainings, seminars etc. was the number 1 compliance of 242 participants. When the participants were grouped according to the profile variables, item E was also complied. Those participants taught within the municipalities believed on item A which is requiring teachers to report to work on time. In addition, item C had a great impact on the cities. They accepted criticisms constructively and objectivity. However, item B which is on "passing the required reports promptly and efficiently," got the lowest feedback among the participants. On justness and sincerity, when taken as whole, item C which was on showing respect to superiors, fellow teachers/co teachers and stakeholders was answered by 249 out of 347 participants thus overruling other items. When grouped according to profile variables such sex, most male teachers chose item A which is to "avoid discrimination in the performance of the study." Also, it was the prevalent answer of those teachers having Bachelor's degree holders. Meanwhile, item E which is on "avoiding prejudices and biases in dealing with pupils and co-teachers" was the less complied of the participants. On political neutrality, when taken as a whole 286 participants responded on item E thereby dominating all items. When grouped according to profile variables, most male teachers were not utilizing any form of government resources in support of any political party or candidate. Furthermore, most of the participants believed in exercising their rights of suffrage according to the dictate of conscience. However, when the participants were grouped according to sex, age, teaching position and school location, item D which is on following the work for interest/welfare of the pupils were not slightly observed by the participants more than any incumbent. In terms of length of service and educational attainment of the participants, item C, which is on avoiding instances/circumstances which may give rise to situations where personal principles as well as professional integrity are compromised was found to be less complied. On responsiveness to public, when taken as a whole, 228 out of 247 treated pupils equally regardless of culture affiliation. When the participants were grouped according to profile variables item A dominated other items. Results of the study revealed that male teachers are likely to comply item C which is on giving priority on works functions rather than personal activities. Taken as a whole, other profile variables reflected item D to be the least complied item. This is on providing adequate information and proper assistants to clients. On nationalism and patriotism, when taken as a whole and grouped according to profile variables, item E dominated all items. The participants, as teachers, pay taxes accordingly. Item A needed to be observed by the participants and must patronize locally made products. On commitment to democracy, when taken as whole and grouped according to profile variables, item D dominated the answers of the participants. Most of them, submit sworn statements of assets and liabilities regularly. Item B was not totally complied by the participants which means they are not engaging in panic buying, hoarding and other form of economic sabotage. On Simple Living, when taken as whole and grouped according to profile variables, most of the participants complied item D. Teachers wear school uniforms instead of expensive clothes. Except for school location, both municipalities' and cities' participants complied item B. For them, teachers must avoid vanities and vices like gambling, smoking, drinking etc. Item C was least complied by the participants. This means that teachers must avoid unnecessary loans.

3. The overall teaching performance of public elementary teachers in the 6th congressional district of Negros Occidental was Very satisfactory with an obtained mean of 4.36.

4. When grouped by Sex significant differences existed in the commitment to public interest (item E), professionalism (items B and C), justness and sincerity (item D), responsiveness to public (item E), commitment to democracy (item A) and simple living (item E).

For the Age and Educational Attainment significant differences were present on commitment to democracy (item A) and political neutrality (item D), respectively. Significant differences were revealed on commitment to democracy (item A), professionalism (item A), justness and sincerity (item B), political neutrality (item A), responsiveness to public (item C) and simple living (item E).

5. Significant relationships were revealed on the extent of compliance of code of conduct and teaching performance of the participants. It existed on justness and sincerity and instructional competence, commitment to democracy and instructional competence, responsiveness to public and assessing pupils' progress. Commitment to democracy and assessing pupils' progress and responsiveness to public and teaching-learning.

Conclusions

This research has shown that compliance with the code of conduct and teaching performance was always complied and observed by the participants. They believe that as teachers they must abide the moral values set by the Department of Education. It is a positive indication that the participants are professionally aware of their responsibility and accountability toward pupils and society because of teacher's influential role in the lives of young people. Thus, teaching performance has correlation to the adherent of teachers in the code of conduct. Being just, fair and committed to democracy can contribute a lot to an effective and efficient instructional competence and assessing pupils' progress. Even though, the result of the participants' teaching performance was very satisfactory but they can have precious time to improve and soar high going to an outstanding performance next school year with appropriate identification of strengths and weaknesses in the items of KRA. The community expects teachers to respond to the needs of the pupils and stakeholders. Thus, they perform their duties as public servants as needed beyond working hours. They work passionately just to fulfil their responsibilities for developing life-long learners. This study used various variables such as sex, age, length of service, teaching position, educational attainment and school location. Significant differences are noted between these variables and code of conduct but they have opportunities to change and make them renewed for the integrity, respect and trust of the pupils, superiors, parents and other members of the community. The application of code of conduct is very imperative to ensure an enabling and supportive environment for effective teaching and learning to happen.

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