

Calibrating Ethical Behavior and Social Responsibility of Teachers in Taal Senior High School

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Abstract: This study aims to assess the ethical behavior and social responsibility of teachers in Taal Senior High School. The descriptive quantitative method of research was used in the study with the questionnaire distributed to 60 respondents. The statistical tools were frequency, weighted mean and rank. The study revealed that Taal Senior High School teachers demonstrated ethical behavior suited for teachers and were much involved in the different social programs and projects. The Proposed Enhancement Activities was the output of the study which yearns to calibrate ethical behavior and social responsibility of teachers in Taal Senior High School so to build stronger partnership between school and community. As expected results, teachers' work ethics and community relationship will be strengthened to better serve the school community.

Keywords: Enhancement activities, Ethical behavior, Senior high school, Social responsibility.

1. Introduction

Public service is a public trust, requiring public servants to place loyalty to the Constitution, the laws, and ethical principles above personal gain. To meet these increased expectations everyone must become aware of demonstrating quality service to the society. Educational institutions around the world recognize the value of ethical climate to achieve quality education.

Teachers were expected to be morally upright individuals who displayed good character because society at large acknowledges that ethically and social responsible behavior of teachers play a crucial role in good educational institutions practices. (Branstetter & Handlesman, 2000). However, most of the teachers tend to focus on preparing for teaching basic content more that ethical relationships among stakeholders and participating in different community projects and programs. In fact, it appears that most of the teachers are poorly prepared to handle ethical dilemmas they might encounter.

2. Findings

Findings showed that that majority of the respondents considered teachers to be school's rules and regulation abiders representing a mean of 4.48. Teachers are also found to be gave students chances to be more independent and responsible for

their learning. It was also revealed in the study that teachers in Taal SHS demonstrated ethical behavior as observed by the parents. However, as to the social responsibility of teacher, majority of the parent-respondents revealed as they observed teachers participated in social and cultural activities as represented by a mean percentage of 4.41. This only proves that the participation of teachers in different programs in the municipality was observed by the parents. But honest as they are parents claimed that they initiating clean and green projects and offering disposal of waste service were not observed from teachers.

3. Conclusion

In the light of the findings of the study, the following conclusions were drawn:

1. Taal Senior High School teachers demonstrated ethical behavior suited for teachers.
2. Teachers were more involved in the different social programs and projects.
3. Activities were proposed to enhance the ethical behavior and social responsibility of teachers.

4. Recommendation

From the findings and conclusions of the study, the following recommendations are set forth:

1. Enhancement Activities may be presented to concerned authorities for validation and evaluation.
2. Department of Education through the schools division superintendents should revisit the soft skills of the teachers to ensure better stakeholders partnership.
3. Community involvement of teachers creates positive impact to the school community.
4. Follow-up studies may be conducted on aspects related to variables of this study.

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