

Professional Ethics and Job Commitment of Teachers

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Abstract: *The purpose of this study was to determine the significance of the influence of professional ethics of teachers to their job commitment. This study also aimed to establish the significant relationship between the two variables of the study: professional ethics and job commitment of teachers. This study utilized the non-experimental quantitative research design utilizing descriptive-correlational technique which included fifty teachers in Magsaysay South District, Davao del Sur Division. Research instruments on professional ethics and job commitment were used as sources of data. The study showed the following result: high level of professional ethic of teachers; moderate level of job commitment of teachers; professional ethics of teachers and job commitment are significantly correlated; and professional ethics of teachers significantly influenced their job commitment. The domains of professional ethics of teachers that significantly influenced job commitment are: ethics of care, ethics of competence, and ethics of professional commitment.*

Keywords: *Professional Ethics, Job Commitment, Non-Experimental Quantitative Research, Descriptive-Correlational Technique, Philippines*

Introduction

Teaching is by its very nature a highly responsible, socially important and personally demanding profession. Any debate on its ethical nature and the consequent demands these places on teachers must start from this point. Teaching exhibits implicitly the features of a profession – a self forgetting concern for client, service ideals which make a continual search for improvement imperative, and a professional community, jointly serving a public purpose by supporting professional standards and promoting professional growth. As Goodland (1999) says, with increasing clarity the degree to which teaching in schools, carries with it moral imperatives as stated in Fullan (1998). It is these moral imperatives that are central to professional ethics. Teachers can find their ability to accept these professional responsibilities heavily circumscribed by the conditions which surround teaching such as

inadequate leadership and management in the school as well as under-funding from the government.

Traditionally, the teacher's moral example and transmission of values were the core concern of schooling in Chinese culture. Because the public teachers in high esteem over a long period of time, they required teachers to more rigorously uphold the highest standards in their lives compared with other professions. Thus, parents would trust in teachers' methods of teaching and their moral guidance for their children, hence, they seldom questioned or challenged teachers' instructions. Teacher educators and officials of the educational authorities are constantly giving earnest exhortations to teachers in Taiwan; being moral educators and preserving professional ethics are teachers' inherent duties. Nevertheless, teachers seldom understand exactly and clearly how to confirm to the rules of ethics in their teaching whilst dealing with more and more issues involving moral dimensions.

The educational institutions and practitioners are pursuing a 'real' professional status of teaching. Carr (2000) justifies that teaching is a professional activity that is deeply and significantly implicated in ethical concerns and considerations. Teaching as a profession is a worthwhile activity, and teaching is being and has been intentionally transmitted in a morally acceptable manner. It appears that professionals need to contemplate ethical dimensions of their work, the teaching profession particularly, have to fervently evaluate its nature of engagement.

Over the past twenty or so years, teacher and teacher education has published numerous articles exploring one or another aspect of the ethical or moral nature of teaching. Using a variety of descriptors – ethics and teaching, teacher values, teacher beliefs, ethical issues in teaching, teaching and moral development among several others – some articles were located that in one or another way attend to the ethical and moral dimensions of teaching.

Teachers are moral agents, and education as whole, and thus classroom interaction in particular, is fundamentally and inevitably moral in nature" are especially concerned with the issue of teacher authority, and in two senses: being an authority in the classroom and being in authority. The former refers

to the teacher's ability to direct actions within the classroom, the latter to her status as the possessor and transmitter of sanctioned forms of knowledge. Morality, for Buzzelli and Johnston (2001), constitutes the set of a person's beliefs and understandings which are evaluate in nature: that is, which distinguish, whether consciously or unconsciously, between what is right and wrong, good and bad. Using Bernstein's concepts of pedagogic, instructional discourse is embedded in the regulative discourse so that the teacher is inevitably using her authority both for purposes of regulating power relations and for moral ends: she is both a political and a moral agent in the classroom.

Critical to teacher education is not only ensuring that prospective teachers have a sound understanding of professional codes and educational law, but sufficient insight to recognize an ethical dilemma and the ability to respond professionally and rationally to the latter (Campbell, 2003). This is particularly significant given that teachers' influence extends to lessons of morality learned by the students entrusted to their care (Winch, 2004). Understanding teachers' decisions and the implications on the ethical standards of the profession are paramount to preparing prospective educators (Richardson & Fenstermacher, 2001).

The effectiveness level of an organization necessitates adequate organizational formation, satisfactory sources, consistent policies based on scientific and technological developments and qualified employee with healthy working conditions, and its aim should be directive for social needs. It is known that human being is the most important input of any organization. Although the organization has organic, physical, and economical conditions for effectiveness, the creative performance of the organization may not be promising unless the human being who is responsible for creativity in an organization has attached importance or his/her needs and expectations are taken into consideration.

The researcher, as a public elementary school teacher realized that human being is, of course, much more important in the educational organizations that in other organizations. Because she/he participates at any position of the input-process –output circle of the educational organizations, “process” is teacher and “output” is a qualified work. Besides attitudinal alteration is the aim that students are charged with. Then, it is possible to assert that the most important element is human being and the output is attitude in educational organizations.

1. Problem Statement

The purpose of this study was to determine the significant influence of professional ethics of teachers to their job commitment. Specifically, the study sought to answer the following questions:

1. What is the level of professional ethics of teachers?
2. What is the level of job commitment of teachers?
3. Is there a significant relationship between professional ethics and job commitment of teachers?
4. Which domains of professional ethics of teachers influence their job commitment?

2. Methodology

This study made use of non-experimental quantitative research design utilizing descriptive-correlational techniques. This study utilized non-experimental research because the independent variable of the study is not manipulated and there is no random assignment to groups (Johnson & Christensen, 2008). The data of this study described the change process management and the work environment attitudes of teachers. Likewise, it is also correlational because the study determines whether the two variables have significant relationship.

The study was conducted in Magaysay South District, Davao del Sur Division. This includes 50 teachers as respondents of the study.

3. Results

Level of Professional Ethics of Teachers

The response of the respondents on their level of *professional ethics* has an overall mean score of 4.03 or *high*. The *high* level indicates that most of the items regarding organizational commitment of teachers are *always* manifested. The cited overall mean score was the result obtained based on the mean scores from the following indicators of professional ethics of the respondents: *ethic of care*, *ethic of competence* and *ethic of professional commitment*.

Level of Job Commitment of Teacher

The response of the respondents on their level of *job commitment* has an overall mean score of 3.49 or *moderate*. The *moderate* level indicates that most of the items regarding *job commitment of teachers* are *sometimes* manifested.

The cited overall mean score was the result obtained based on the mean scores of the indicators of work commitment which are the following: *commitment to school*, *commitment to teaching occupation*, and *commitment to teaching work*.

Correlation between Professional Ethics and Job Commitment of Teachers

Based from the results of test of relationship between variables involved in the study, it could be gleaned that there is a significant relationship between professional ethics and work commitment of teachers.

The null hypothesis which states that there is no significant relationship between professional ethics and work commitment of teachers is rejected.

Significance of the Influence of Change Process Management and Work Environment Attitudes of Teachers

The regression analysis showing the predictive ability of *professional ethics* on the *work commitment of teachers* indicates that change *professional ethics* has significantly influenced on the *work commitment of teachers*. The indicators of professional ethics that have influence on work commitment of teachers are the following: *ethic of care*, *ethic of competence*, and *ethic of professional commitment*.

4. Conclusion

This study revealed a high level of professional ethics of teachers and a moderate level of work commitment of teachers. Generally, the findings of the study showed that professional ethics is related to work commitment of teachers.

When the indicators of work commitment of teachers were regressed on professional ethics, the regression analysis showed that professional ethics of teachers, has significantly influenced on the work commitment of teachers.

Ethic of care, ethic of competence, and ethic of professional commitment have the higher degree of influence on work commitment of teachers.

5. Recommendation

Based on the findings and conclusion, it is recommended that: seminars and workshop should be conducted to maintain high level of professional ethics and work commitment of teachers. Future studies should also include bigger pool of respondents or another set of respondents so as to strengthen the validity of results.

6. Reference

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