

Ethical Behaviour and Social Responsibility of Teachers in Maria Paz Fronda National High School, Division of Batangas, Philippines

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Abstract: This research aims to identify the ethical behavior and social responsibility of teachers in Maria Paz Fronda National High School. It focuses on personal and professional characteristics of teachers. Descriptive method was utilized for the study. It involves methods and data collection and analysis. The researchers as respondents itself relies on their observations and experiences encountered. The findings revealed that parents of students believed that teachers of Maria Paz Fronda National High School has ethical behavior towards their clientele. It also revealed that teachers of Maria Paz Fronda National High School has ethical behavior towards their clientele. The results showed that parents believed that teachers of Maria Paz Fronda National High School were very much involved in social responsibilities. Innovations and strategies were proposed to uplift teachers' ethical behaviour and social responsibility.

The findings will hopefully assist educators, administrators and teachers to be aware of their ethical behavior and social responsibilities.

Keywords: Ethical Behaviour, Social Responsibility

1. Context/Rationale

As members of the academic community, faculty have a responsibility to abide by ethical principles regarding intellectual integrity and the fair and respectful treatment of others. Today, we are aware of vastly changing world. The problems of the world today call upon each person to be responsible not only to himself but to the world as a whole. The most urgent task at hand does not merely know the moral good. It is in doing it. This is because there is a kind of a real urgency for each person to be ethical.

Ethics in this sense deals with the concreteness of human life. Teachers face real issues in life. In school, there real problems that needs to be resolve. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning". Intellectual integrity involves using sound and ethical methods in the pursuit of knowledge as well as embracing honesty in the dissemination of knowledge. Individuals' expectation of fair and respectful treatment by faculty and students applies not only to interactions with one another, but also to administrators, staff, and others with whom they interact in their role as members of the academic community. Fair and respectful treatment also extends, for example, to the evaluation of

students academic work and colleagues scholarly work.

The ethical principles that guide the behavior of faculty are reflected in code of ethics. In addition, faculty handbooks often include a section that addresses ethical standards or expectations regarding the behavior of faculty. Ethical standards for students may be found in official student handbooks or college and university catalogues, although standards for graduate students are also addressed in some of the professional and disciplinary association codes of ethics. These various documents embody shared beliefs that are intended to guide both the activities and the behavior of those engaged in the academic enterprise. Faculty are guided by ethical principles that address their professional responsibilities as teachers, scholars, and, more generally, members of public schools, college and university communities. While some aspects of documents concerning ethical standards describe the behavior to be embraced, other aspects make clear what actions must be avoided. Some ethical standards apply to members of the academic community in their relationship with wider society.

Many codes of ethics for professional disciplinary associations specifically recognize the consequences of research beyond its intended goal. For example, the Chemical Society indicates that, Chemists should understand and anticipate the environmental consequences of their work. Chemists have responsibility to avoid pollution and to protect the environment. Under the heading Social Responsibility, Sociologists are aware of their professional and scientific responsibility to the communities and societies in which they live and work. When undertaking research, they strive to advance the science of sociology and to serve the public good. Socialization to ethical principles needs to be more explicit and the mechanisms of social control within academic profession need to be strengthened in order to improve adherence to ethical principles.

To improve faculty adherence to ethical principles, John M. Braxton and Allen E. Bayer suggest, in particular, that faculty and administrations need to better articulate and codify the norms of professional behavior; more explicitly socialize graduate students about the profession and its ethical obligations; increasingly provide incentives for teaching

behavior that is consistent with the standards of the profession; and when necessary, impose sanctions for violations of those standards. Undergraduate and graduate students need to be made more aware of the expectations for their behavior as well as the consequences of the failure to meet those expectations. If the ethical standards were more explicit, members of the academic community might be more likely to both act in accordance with such standards and speak out against the ethical misconduct of others in the academic community.

In this research study, focus was given to the ethical behaviour and social responsibilities of teachers of Maria Paz Fronda National High School. The proponent of this study, being a school head, came up the idea of finding solutions on how school heads may uplift the teachers' ethical behaviour and social responsibilities. This research paper tends to help other researchers who will conduct further investigation about teachers' ethical behaviour and social responsibility.

2. Literature/ Studies Review

The study was premised on the idea of Kathryn Wentzel in her article "Social Competence at School: Relation Between Social Responsibility and Academic Achievement" that Both theoretical and empirical work suggest that teacher social responsibility is not only a valued outcome in and of itself but that it can be instrumental in the acquisition of knowledge and the development of cognitive abilities. This review describes research on the value of social responsibility for parents and teachers and on how it is promoted within the classroom. It is proposed that social responsibility can facilitate learning and performance outcomes by promoting positive interactions with teachers and peers and, from a motivational perspective, by providing students with additional incentives to achieve. Sorenson (2005) show in his work paper: Responsibility of Teachers that not all students learn the same way or at the same rate, but they all deserve the same chances to learn and succeed. A student with a learning disability may require extra attention than a student without a disability. It may require extra steps for a gay, or transgendered student to feel safe, included and supported. Equity does not mean that all students are treated the same; equity means that all students are treated fairly, inclusively, and respectfully. The teacher should provide equitable opportunities for all students to develop their individual abilities, regardless of culture, socio-economic class, ethnicity, or faith. And for an Unbiased Teaching a teacher's personal opinions must be kept out of the classroom.

Politics and religion can be discussed in general terms, but the teacher should never skew lessons to promote her own beliefs. Students must be presented with objective information so that they can amass the tools and knowledge to form their own decisions and think independently. A teacher sees first-hand how economic situations can affect a student's well-being and performance. A student from a low-income family may be less likely to participate in extracurricular activities, and may have poorer grades than a fellow student from a higher-income

family. As an advocate of student success, it is a teacher's responsibility to do what he can to improve conditions, whether by raising concerns to the principal, speaking to parents, coordinating school programs, or participating in social activism in his community.

The controversy between CSR and ethics in terms of which is broader, and which can be integrated or embedded in the other is well noted in the literature. As noted by Fisher (2004), it is not uncommon to find in the literature the two concepts interchangeably used. Whilst ethics and social responsibility do share common traits, the author of this current work shares the view that understanding of business ethics can enhance understanding of CSR. In fact, there are definitions in the CSR literature that claim that the substance of CSR has developed from ethics. For instance, Davis (2000) argues that —the substance of social responsibility arises from concern for the ethical consequences of one's action as they may affect the interest of others. Similarly, Epstein (2002) asserted that —the normative correctness of the products of corporate action has been the main focus of corporate social responsibility does suggest that ethics and social responsibility shared some overlap. As capped by Samson and Daft (2003) ethics deals with internal values that are part of corporate culture and shapes decisions concerning social responsibility with respect to the external environment. Having said that, it must be pointed out that the author of this study has no intention of wading into this controversy, the use of the term-ethics and social responsibility is intended as a single construct. The combination of the two terms as a single construct is informed by the need to operationalize the definition adopted in the study, and also draw a special attention to the aspect of business conduct that seems to have been largely ignored in the industry context of the study. In essence, the broader concept is CSR, while ethics is given special emphasis as one of its dimension. But, it must also be pointed out that in doing so, the discourse and the argument about the construct might unintentionally stray into a discourse of business ethics. Nonetheless, the author of this work believed that there is ethical responsibility as a component of CSR, which is lacking in the Nigerian insurance industry, considering the fact that the philanthropic dimension of the concept has already been demonstrated, and is visible in management practice within the industry.

3. Action Research Questions

1. How many teachers be described as to their personal and professional characteristics?
2. To what extent do the teachers manifest their ethical behavior as assessed by parents?
3. How involved are the teachers in doing their social responsibility in the school and in their community?
4. Based from the analysis of the study, what activities may be proposed to enhance teachers' ethical behavior and social responsibility?

4. Proposed Innovations and Strategies

- Team Buildings
- Gender and Development Training
- Seminars and Trainings on Ethical Behavior and Social Responsibilities
- Localized program that will develop the relationship between the teachers and the school clientele.
- Recollections
- Retreats

5. Action Research Methods

A. Research Design

The study made use of the descriptive method of research to analyze the ethical behavior and social responsibility of teachers in Maria Paz Fronda National High School.

According to Grath (2000), descriptive methods of research describe and interpret what in the status or trend of certain groups of objects, class or people. Also the researcher used the descriptive survey method of research using the made questionnaire as the basis instrument in order to accomplish the objective of the study. The research deemed it as the most appropriate method because of the purpose was to find out the evaluation of student performance.

B. Subjects of the study

The respondents of the study consisted of 45 parents of students in Maria Paz Fronda National High School.

C. Data Gathering Instrument

The researcher utilized the questionnaire as the main data-gathering instrument. It consisted of two parts. Part one dealt on the profile of the respondent. Part two focused on ethical behavior and social responsibilities of teachers in Maria Paz Fronda NHS.

D. Data gathering procedure

The researcher sought the permission to Statistical Treatment of Data.

For clarity and understanding of the gathered data, the statistical tools applied were percentage and weighted mean.

Weighted Mean: This was used to determine the typically of the responses of the respondents in a given variable.

Ranking: This was applied to determine the importance of responses and which among the variables were to be discussed first.

Percentage: This was used to indicate the frequency of the sample where scores fall into specific groups.

Conduct the study from the PSDS. After the approval, the questionnaire was personally distributed by the researcher to the respondents. The researcher was able to retrieve 100 percent of the questionnaire after two days.

Parents of students believed that teachers of Maria Paz Fronda National High School has ethical behavior towards their clientele. It also revealed that teachers of Maria Paz Fronda National High School has ethical behavior towards their clientele. The results showed that parents believed that teachers of Maria Paz Fronda National High School were very much involved in social responsibilities. Innovations and strategies were proposed to uplift teachers' ethical behaviour and social responsibility.

The findings will hopefully assist educators, administrators and teachers to be aware of their ethical behavior and social responsibilities.

6. Conclusion

This paper presented an overview on Ethical Behaviour and Social Responsibility of Teachers in Maria Paz Fronda National High School, Division of Batangas, Philippines.

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