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## Awareness and compliance with republic Act No. 6713 of public school teachers in San Leonardo, Nueva Ecija

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### Abstract

This study examines the awareness and compliance of public school teachers in San Leonardo, Nueva Ecija, with Republic Act No. 6713, also known as the Code of Conduct and Ethical Standards for Public Officials and Employees. Despite San Leonardo's classification as a first-class municipality, its public schools face persistent challenges that hinder the full implementation of ethical standards. Key issues include teacher shortages, particularly in remote barangays such as Mambangnan and Tambo Adorable, leading to multi-grade teaching that limits individualized instruction. Limited access to professional development programs also prevents teachers from effectively addressing real-life ethical dilemmas in the classroom. Political pressures during election seasons, especially in politically influenced barangays like San Anton and Diversion, threaten the principle of political neutrality. Furthermore, overcrowded classrooms and inadequate infrastructure in low-income areas such as Castellano and Magpapalayok compromise the promotion of professionalism, nationalism, and responsiveness to the public. Concerns over transparency and accountability in school transactions have also been raised by stakeholders. These conditions highlight the urgent need to evaluate teachers' ethical practices and reinforce policy implementation through targeted training, institutional support, and ethical leadership. The study aims to provide recommendations for strengthening integrity, transparency, and ethical compliance in the local education system.

**Keywords:** Code of conduct, Compliance and awareness on republic act No. 6713, Ethical standards, Public school teachers.

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### 1. Introduction

Public school teachers play a vital role in shaping the ethical and moral foundations of society. They are expected to exemplify integrity and uphold high ethical standards to foster a positive and principled learning environment. Through their actions, teachers can influence students and members of the community to act with honesty and responsibility [1].

Their adherence to ethical conduct often has a ripple effect, promoting greater ethical awareness and accountability within the broader social context.

As professionals, public school teachers devote their time and expertise to helping students reach their full potential. They promote intellectual growth, critical thinking, and the formation of responsible citizens. Teachers are often regarded as key figures among white-collar professionals because they influence the lives of students through both knowledge and personal example. Their contribution is essential in shaping future generations and driving social progress [2].

The National Education Association (NEA), in 2020, emphasized that the education profession comprises one unified workforce dedicated to serving the needs of all students, and it advocates for ethical standards that guide conduct. When teachers and school administrators observe ethical guidelines, they foster safe and respectful environments where students feel valued. These values centered on student welfare strengthen trust and credibility in the education system. Ethical guidelines further ensure that educators are held accountable, reinforcing a culture of responsibility and professionalism. Proponents of modern educational reform often highlight teacher accountability as a key solution to improving educational outcomes [3].

In the Philippines, the government has recognized the importance of ethics in public service through the enactment of Republic Act No. 6713, or the “Code of Conduct and Ethical Standards for Public Officials and Employees.” Enacted in 1989, this law outlines essential norms of conduct, including commitment to public interest, professionalism, justice and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy, and simple living. Section 4 of the law mandates that all public officials, including teachers, adhere to these values in their daily service. These ethical expectations are also reflected in various professional codes of conduct, which guide teachers in areas such as confidentiality, impartiality, teacher-student relationships, and professional growth [4].

According to the Department of Education, there were approximately 910,434 public school teachers in the Philippines as of 2024. These educators are expected to demonstrate the highest standards of integrity, accountability, and professionalism. Teachers who consistently observe ethical and conduct standards influence their students not only academically but also in terms of character development and personal values [5].

Failure to comply with these standards can lead to significant consequences that may affect the individual teacher, the learning environment, and the overall quality of education. Ethical codes help reduce misconduct, bias, and negligence, thereby promoting trust and safeguarding the welfare of students. Public school teachers, as government employees, are expected to be fully accountable to the public and to discharge their duties with integrity, competence, justice, modesty, and unwavering loyalty to the public interest [6].

San Leonardo, a first-class municipality in the province of Nueva Ecija, Philippines, is composed of 15 barangays and has a population of 68,536 people [7]. Within the municipality, there are twelve (12) primary schools and six (6) secondary public schools. Despite the municipality’s classification as first-class, public schools in San Leonardo face several persistent challenges that affect the delivery of quality education and the full implementation of ethical standards as mandated by Republic Act No. 6713. One of the most pressing issues is the shortage of qualified teachers and heavy teaching loads, particularly in elementary schools located in remote barangays such as Barangay Mambangnan and Barangay Tambo Adorable. This has resulted in multi-grade teaching, where one teacher handles multiple grade levels in the same classroom—a setup that strains the teachers’ capacity to provide individualized instruction and ethical guidance to students. Another significant concern is the lack of access to continuing professional development programs. While some training sessions are provided through DepEd’s in-service training (INSET), teachers often report that these programs are either too infrequent or not directly applicable to real-life ethical dilemmas encountered in the classroom. This gap in training compromises their ability to fully understand and apply ethical principles such as political neutrality, professionalism, and responsiveness to public needs.

Moreover, instances of political influence within the school system have been reported, especially during local elections, where some educators feel pressured to show allegiance to political figures who support school projects. Such circumstances create ethical conflicts and may lead to the compromise of political neutrality, a core tenet of R.A. 6713. Teachers in barangays with strong political clans, such as Barangay San Anton and Barangay Diversion, have expressed concerns about maintaining impartiality amid external pressures. In addition, poor infrastructure and overcrowded classrooms remain common in some schools. Schools in lower-income areas such as Barangay Castellano and Barangay Magpapalayok often suffer from inadequate facilities, including insufficient classrooms, outdated teaching materials, and limited access to digital resources. These conditions hinder the effective promotion of values such as nationalism, responsiveness to the public, and professionalism. Transparency and accountability in school-related transactions—such as fund utilization for feeding programs, donations, or Parent-Teacher Association (PTA) fees—have also been areas of concern among parents and community members. These recurring issues highlight the importance of evaluating the awareness and compliance of public school teachers with R.A. 6713. Addressing these challenges through policy reinforcement, targeted training, and ethical leadership can strengthen the integrity and effectiveness of the local education system.

Given the increasing number of educators in San Leonardo, it is essential to examine the relationship between their awareness and compliance with Republic Act No. 6713. Understanding the levels of awareness and adherence to the Code of Conduct and Ethical Standards among public school teachers will provide valuable insights into the effectiveness of ethical governance and professional accountability in the local education system.

This research aims to identify and evaluate the relationship between the level of awareness and the level of compliance of primary and secondary public-school teachers in San Leonardo, Nueva Ecija, with Republic Act No. 6713, and to propose a human resource intervention plan that can be implemented to foster a culture of professionalism within the

educational sector and to strengthen the implementation of the code of conduct and ethical standards inside the institution. Specifically, this study aims to assess the level of awareness and compliance of Republic Act No. 6713 among public school teachers in San Leonardo, Nueva Ecija. This study seeks to answer the following questions: How may the profile of respondents be described? How may the level of awareness of the code of conduct and ethical standards as provided by Section 4 of Republic Act No. 6713 be assessed? How may the level of compliance with the code of conduct and ethical standards as provided by Section 4 of Republic Act No. 6713 be assessed? Is there a significant relationship between the level of awareness and the level of compliance with R.A. 6713 among public school teachers in San Leonardo, Nueva Ecija?

## 2. Literature Review

This chapter presents pertinent literature and studies that the researcher considered to reinforce the significance of the investigation.

*Commitment to Public Interest.* Public employees are supposed to work in the best interest of society and serve the common good. This puts a lot of pressure on people to complete their work tasks effectively. Working for the public interest is a clear strategy to serve the public. Commitment to the public interest involves actively participating in activities and making decisions that benefit our community and society at large [8].

Republic Act 6713 states that public interest involves prioritizing the interests of the public above personal interests. Public employees can demonstrate their commitment to the public interest by resolving each client's issues to the best of their ability in a timely manner. Being committed to the public interest entails understanding the social, economic, and environmental issues around us and being responsible for contributing positively [9].

*Professionalism.* Professionalism is the application of moral and ethical standards in the practice of a profession within offices, schools, organizations, and all entities, whether public or private. It also involves being aware of norms of conduct and behavior and adhering to them while executing duties and functions in a public office. Professionalism in public service extends beyond obtaining a college degree. Being professional means following moral and ethical codes in every environment, including workplaces, schools, and firms [10].

Firmly rooted in the principles outlined in Republic Act No. 6713, or the "Code of Conduct and Ethical Standards for Public Officials and Employees," professionalism is defined as the demonstration of a high degree of ethics in actions by public officials and employees. This involves being responsible to the people, conducting oneself honestly, competently, and loyally, and prioritizing the public's interests over personal interests. Professionalism is also maintained through ongoing educational and training programs aimed at enhancing the professionalism, excellence, intelligence, and skills of public officials and personnel as they perform their duties [11].

*Justness and Sincerity.* Based on the values outlined in Republic Act No. 6713, also known as the "Code of Conduct and Ethical Standards for Public Officials and Employees," public officials and employees shall remain true to the people at all times. They must act with justice and sincerity and shall not discriminate against anyone, especially the poor and the underprivileged. They shall at all times respect the rights of others and shall refrain from doing acts contrary to law, good morals, good customs, public policy, public order, public safety, and public interest [12].

Teachers are concerned about the welfare of their students, and they will go out of their way to serve their clients, the students. The principles of justice and honesty enshrined in Republic Act No. 6713 are embodied in this eulogy. When teachers act in the best interest of their students and genuinely care for their welfare, they are being honest. By treating all their students fairly and equally and ensuring they get the resources and opportunities they need to succeed, they also reflect justice. Teachers create a learning environment that is supportive and nurturing by maintaining these moral standards [13].

*Political Neutrality.* Public officials and employees shall provide service to everyone without unfair discrimination and regardless of party affiliation or preference. This is known as political neutrality, and it is a standard that must always be adhered to. Maintaining political neutrality fosters confidence among the people and enhances the integrity of public institutions by eliminating bias and partiality in governance [14].

Employees and public servants are not allowed to participate in any kind of electioneering or partisan political activity. "No officer or employee in the civil service, as well as any member of the military, shall engage, directly or indirectly, in any electioneering or partisan political activity, except to vote," states CSC Chairperson Alicia dela Rosa-Bala [15]. By maintaining their political neutrality, government organizations help to build public trust by ensuring that representatives behave impartially and without political influence [15].

*Responsiveness to the Public.* Teachers exhibited a high level of transdisciplinary teaching practices in areas such as project-based learning, standards of learning, instructional practices, and assessment of learning. Similarly, teachers demonstrated a high level of social responsiveness, particularly regarding students' ethnic backgrounds, their roles as educators, sensitivity to language, and an inclusive curriculum [16].

Responsiveness to the public characterizes the love for old values, a sense of duty towards maintaining and propagating the traditional values of the country, esteem and affection towards all the people around, becoming more respectful and answerable in protecting traditional values, becoming more optimistic towards life, understanding more about feelings, developing empathy for all the people and things surrounding them, and acquiring tolerance towards certain circumstances. People should take responsibility not only for maintaining but also for actively upholding traditional values. It imparts a feeling of responsibility and stewardship of the country's cultural identity, ensuring that the ideals are transmitted to the next generation [17].

*Nationalism and Patriotism.* Nationalism and patriotism are two of the necessary characteristics that an individual or a group of people must possess. Nowadays, it is evident that our students, particularly those in junior and senior high schools, prefer foreign personalities (idols and heroes) over indigenous characters who fought for this land, Indonesia. There are numerous methods for teaching history in order to instill in children the values of patriotism and nationalism. One approach is to use a biography. Patriotism and nationalism are used in roughly the same context. However, they vary dramatically along the way, with one having a much more positive connotation than the other [18].

Nationalism promotes citizen unity and solidarity. People who see themselves as part of a greater national society are more likely to ignore religious, cultural, and ethnic variances. This shared identity promotes harmony and teamwork. Patriotism seeks to inspire in children a feeling of national pride and allegiance. It is about learning a great respect for one's nation and its principles, history, and culture, not only about waving flags and singing songs. This type of instruction teaches students to challenge, examine, and assess material rather than to take it at face value since it promotes critical thinking and scientific inquiry. They come to tackle challenges methodically and logically [17].

*Commitment to Democracy.* Officials and workers should be committed to a democratic way of life and values, believe in the concept of public accountability, and demonstrate the supremacy of civilian authority over the military through their conduct. They should always stand by the Constitution and prioritize national loyalty above personal and political loyalty. Commitment to democracy is the unwavering dedication to preserving democratic ideals, values, and institutions. It entails actively participating in the political process, upholding the rule of law, protecting human rights, promoting inclusivity and equality, and ensuring transparency and accountability in governance [19].

Teachers always maintain the democratic spirit in their school, community, and classroom. They instill democracy and freedom in all, irrespective of their beliefs, culture, or personal traits. One may also argue that professors reflect democracy in their professions. Teachers are models of justice, openness, and inclusiveness. They create a community where every student feels valued and able to contribute to a broader vision. The teachers' commitment to democracy informs not only the intellectual development of their students but also their development as responsible, compassionate, and active citizens [13].

*Simple Living.* Public servants, personnel, and their relatives are required to lead modest lives in proportion to their ranks and salaries. They should not indulge in any excessive or extravagant exhibition of riches. RA 6713 emphasizes the importance of living modestly in accordance with one's role and wealth. Public servants and personnel are cautioned against excessive or wasteful displays of riches. This aligns with the principles of simple living, which promote prioritization of needs and the removal of unnecessary material possessions. Simple living, also referred to as minimalism, is a philosophy of living that calls for the removal of material possessions and concentration on what truly matters. RA 6713 promotes ethical practices and simple living for Philippine government employees and officials in line with the values of simplicity [20].

The teachers' simple living can be observed in two indicators: "Observing a lifestyle that is appropriate to his/her position" and "Requiring the family members to lead simple lives." Teachers live within their means, living with what they have based on the needs of their families. They maintain a modest lifestyle that aligns with their social roles. Teachers' lifestyles tend to be realistic and focused on their fundamental ideals and responsibilities, rather than worldly riches or status [13].

*Republic Act No. 6713.* To encourage a high standard of ethics in public service, all government employees are subject to RA 6713, also known as the Code of Conduct and Ethical Standards for Public Officials and Employees. Public servants and officials must always answer to the people, carry out their responsibilities with the highest degree of responsibility, honesty, competence, and loyalty, behave justly and patriotically, maintain modest lifestyles, and prioritize the good of the public over their own interests. Employees and public servants should perform their jobs competently and faithfully as well. They ought to live humble lives, behave honorably, and act justly and patriotically. Additionally, they ought to choose the public interest over their own [21].

The Philippine Republic Act No. 6713, sometimes known as the Code of Conduct and Ethical Standards for Public Officials and Employees, has Section 4, which lays out the basic values guiding public servant behavior and ethical responsibilities. The part emphasizes the need for public workers and authorities to give the public interest top priority in fulfilling their roles. This entails their willingness to behave in a way that benefits the broader public instead of their own advantage. Public servants also have to demonstrate professionalism, objectivity, sincerity, justice, and neutrality in their roles, the section stresses. They must thus maintain strong moral standards, be impartial, and open in their decision-making, treating all people and groups fairly without displaying preference or prejudice [22].

### 3. Methodology

#### 3.1. Research Design

This study employed a quantitative research approach to collect and analyze numerical data aimed at identifying the job motivation of a multi-generational workforce of primary and secondary public teachers in San Leonardo, Nueva Ecija. The analysis involved frequencies, percentages, weighted means, and other statistical methods. Quantitative data analysis focused on data that was numerical or easily convertible into numbers without losing any meaning [23].

This study employed descriptive research in the form of survey questionnaires. Descriptive research aimed to provide an overall summary of the study variables [24]. It provided a summary of the data, as well as average and variability measurements.

### *3.2. Locale of the Study*

The study was conducted in San Leonardo, Nueva Ecija, Philippines. The location was identified as the subject of the study. The respondents were from 18 public schools within the municipality, consisting of twelve (12) primary schools and six (6) secondary schools. This locale was selected by the researcher due to its varied demographic profile, which included both rural and semi-urban communities. Additionally, this diversity provided an elaborate context in which to conduct observations of educational practices across different school settings.

### *3.3. Respondents of the Study*

The respondents of the study were public school teachers in San Leonardo, Nueva Ecija. The list of public school teachers was requested and obtained by the researcher from the school offices of the public schools within the municipality. Public school teachers were selected by the researcher because they played a significant role in the educational experience in San Leonardo, Nueva Ecija. The table below shows a sample population of 214 respondents who were primary and secondary public school teachers working in San Leonardo, Nueva Ecija.

The total number of public-school teachers in the municipality of San Leonardo, Nueva Ecija, was 481, while the sample population of respondents was 214.

This research involved a specific population relevant to the study. The sample consisted of 214 respondents out of a total population of 481. The target respondents were primary and secondary public school teachers in the municipality of San Leonardo, Nueva Ecija. The study used the Raosoft application to determine the sample size, with a 95% confidence level and a 5% margin of error.

This study utilized simple random sampling, where each member of the population had an equal chance of being selected and included in the sample [25] simple random sampling minimizes bias, facilitating the generalization of research findings to the larger population. It is often used in research to gather data that can be generalized to the larger population.

### *3.4. Research Instrument*

The results of this study were obtained using a survey form. The questionnaire was developed based on the study's objectives. Face-to-face surveys, which consisted of a series of inquiries intended to support the objectives of the study, were completed by respondents. These provided the researcher with guidance as they worked to complete the research project.

Part I described the socio-demographic profile of the respondents concerning age, sex, and years of service. The instrument used was a checklist completed by the respondents and analyzed in terms of frequency and percentage.

Part II consisted of questions that measured the level of awareness of public-school teachers in San Leonardo, Nueva Ecija, using the eight (8) dimensions in Section 4 of Republic Act No. 6713: Commitment to Public Interest, Professionalism, Justice and Sincerity, Political Neutrality, Responsiveness to the Public, Nationalism and Patriotism, Commitment to Democracy, and Simple Living. The instrument was formulated on a modified 4-point Likert scale: (4) Fully Aware, (3) Aware, (2) Not Aware, (1) Not Fully Aware.

Part III consisted of questions that measured the level of compliance of public-school teachers in San Leonardo, Nueva Ecija, using the eight (8) dimensions in Section 4 of Republic Act No. 6713: Commitment to Public Interest, Professionalism, Justice and Sincerity, Political Neutrality, Responsiveness to the Public, Nationalism and Patriotism, Commitment to Democracy, and Simple Living. The instrument was formulated on a modified 4-point Likert scale: (4) Always, (3) Often, (2) Sometimes, (1) Never.

A 4-point Likert scale surveys are also employed when the respondents must provide a clear opinion without being neutral [26].

Respondents were instructed to rate the statements and answer the questions. A weighted mean was applied to their responses. The research instrument was validated, and suggestions and corrections were incorporated into the final draft.

The research instrument was validated, and suggestions and corrections were incorporated into the final draft. Interviews were conducted with other respondents to check the reliability of the instrument, and experts were utilized to ensure the validity of the instrument.

### *3.5. Data Gathering Procedures*

The researcher gathered relevant data for the study entitled "Awareness and Compliance with RA 6713 of Public School Teachers in Nueva Ecija." The researcher started by collecting related data and information from the internet. The questionnaire was guided by related studies and underwent confirmation by competent individuals for validation of the suggested opinions. The researcher conducted a dry run to check the reliability and validity of the formulated questionnaire. The reliability coefficient of the instrument was tested and measured to check its internal consistency. The validity of the research instrument was established by presenting the developed instrument for comments from experts who rated it.

The reliability coefficient of the instrument was tested and measured with a score of 0.93. The results for the reliability of each of the variables using the awareness of public-school teachers were as follows: commitment to public interest has 0.89, professionalism has 0.86, justness and sincerity has 0.82, political neutrality has 0.72, responsiveness to the public has 0.75, nationalism and patriotism has 0.72, commitment to democracy has 0.82, and simple living has 0.72. On the other hand, the results for the reliability of each of the variables using compliance of public-school teachers were as follows: commitment to public interest has 0.89, professionalism has 0.96, justness and sincerity has 0.78, political neutrality has 0.78, responsiveness to the public has 0.75, nationalism and patriotism has 0.73, commitment to democracy has 0.79, and simple living has 0.89. This indicates that the instrument has been utilized with a "very good" internal consistency. The

validity of the research instrument was established by presenting the developed research instrument to the experts, who rated it with a weighted mean of 3.92, which has a verbal interpretation of "very good."

### 3.6. Data Analysis Technique

The data collected from the respondents were encoded, tabulated, and analyzed. The data were analyzed using statistical methods such as percentages, frequency distributions, and weighted means. The findings were interpreted using the scale below.

**Table 1.**  
Scales for Interpretation of the Level of Awareness of Public School Teachers in R.A 6713.

Scale	Mean range	Verbal Interpretation	Description
4	3.25 - 4.00	Fully Aware	The statement exceeded the expectation in the level of awareness of the respondents.
3	2.50 - 3.24	Aware	The statement meets the expectation in the level of awareness of the respondents.
2	1.75 - 2.49	Not Aware	The statement does not meet the expectation in the level of awareness of the respondents
1	1.00 - 1.74	Fully Not Aware	The statement does not totally meet the expectation in the level of awareness of the respondents

Table 1 shows the scale that the researcher used to identify and analyze the data to evaluate the level of awareness of R.A. 6713 of public-school teachers in San Leonardo, Nueva Ecija. The 4-point Likert scale was used by the researcher to identify favorable responses.

**Table 2.**  
Scales for Interpretation of the Level of Compliance of Public School Teachers in R.A 6713.

Scale	Mean range	Verbal Interpretation	Description
4	3.25 - 4.00	Always	The statement exceeded the expectation in the level of compliance of the respondents.
3	2.50 - 3.24	Often	The statement meets the expectation in the level of compliance of the respondents.
2	1.75 - 2.49	Sometimes	The statement does not meet the expectation in the level of compliance of the respondents
1	1.00 - 1.74	Never	The statement does not totally meet the expectation in the level of compliance of the respondents

Table 2 shows the scale that the researcher used to identify and analyze the data to evaluate the level of compliance with R.A. 6713 of public-school teachers in San Leonardo, Nueva Ecija. The 4-point Likert scale was used by the researcher to identify favorable responses.

**Table 3.**  
Scale for Interpretation of Pearson R.

R-Value (Size of Correlation)	Interpretation
0.90 to 1.00 or (-0.90 to -1.00)	Very High Positive (or Negative) Correlation
0.70 to 0.89 or (-0.70 to -0.89)	High Positive (or Negative) Correlation
0.50 to 0.69 or (-0.50 to -0.69)	Moderate Positive (or Negative) Correlation
0.30 to 0.49 or (-0.30 to -0.49)	Low Positive (or Negative) Correlation
0.10 to 0.29 or (-0.10 to -0.29)	Very Low Positive (or Negative) Correlation
0.01 to 0.09 or (-0.01 to -0.09)	Weak Positive (or Negative) Correlation
0.00	No Correlation

Table 3 showed the scales used in interpreting Pearson's R. The aim was to determine the significant relationship between the level of awareness and the level of compliance with R.A. 6713 among public-school teachers in San Leonardo, Nueva Ecija.

The researcher used the following statistical tools to classify, tabulate, and analyze the data following the research study:

1. The frequency and percentage were used to describe the respondents' socio-demographic profile.
2. To assess and analyze the level of awareness among public-school teachers in San Leonardo, Nueva Ecija, regarding RA 6713, the researcher employed a weighted mean and ranking.
3. To assess and analyze the level of compliance of public-school teachers in San Leonardo, Nueva Ecija, with RA 6713, the researcher employed a weighted mean and ranking.

4. To identify the relationship between the level of awareness and the level of compliance with RA 6713 among public-school teachers in San Leonardo, Nueva Ecija, the researcher utilized Pearson's  $r$ .

#### 4. Results

This chapter presents the discussions and interpretations of the results of the study conducted. This section provides key information such as sex, age, and years of service.

##### 4.1. Description of the profile of the respondents in terms of Sex, Age, and Years of Service

The majority of the respondents were female, totaling one hundred eighty-five (185) or 86%, while only twenty-nine (29) or 14% were male respondents. Additionally, data shows that most respondents were aged 31-40 years, with a total of sixty-three (63) or 30%, and only four (4) or 2% were aged 61 and above. Lastly, the majority of respondents had 6-10 years of experience, totaling sixty (60) or 28%, while only twenty-three (23) or 11% had less than 1 year.

##### 4.2. Level of Awareness with R.A. 6713 of Respondents

###### 4.2.1. Commitment to Public Interest

**Table 4.**

Level of awareness of public-school teachers in San Leonardo, Nueva Ecija in Republic Act 6713 in terms of commitment to public interest.

<b>Commitment to Public Interest</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. As a public-school teacher, prioritizing the public interest over personal gain is essential.	3.64	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
2. Seeking gifts or favors that could influence work as a teacher is not permitted.	3.81	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
3. All school-related transactions must be transparent and free of conflicts of interest.	3.78	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
4. Utilizing public resources for personal benefit violates ethical principles.	3.69	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
5. Actions must always promote public trust in the education system.	3.86	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
<b>Grand Mean</b>	3.76	Fully Aware	The statement exceeded the level of awareness to R.A 6713 of the respondents.

Commitment to Public Interest has a grand mean of 3.76, which is verbally interpreted as "Fully Aware." The highest-rated item was "Actions must always promote public trust in the educational system," with a weighted mean of 3.86 and a verbal interpretation of "Fully Aware." However, the statement "As a public teacher, prioritizing the public interest over personal gain is essential" has a weighted mean of 3.41 and was rated as "Fully Aware."

###### 4.2.2. Professionalism

###### 4.2.2.1. Professionalism

**Table 5.**

Level of awareness of public-school teachers in San Leonardo, Nueva Ecija in Republic Act 6713 in terms of professionalism.

<b>Professionalism</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Professional responsibilities require maintaining high ethical standards.	3.80	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
2. Avoiding behavior that may undermine public trust in the teaching profession is essential.	3.75	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
3. Professional behavior includes appropriate dress and responsible conduct.	3.84	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
4. Maintaining a positive reputation in the community is part of being a teacher.	3.83	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
5. Personal biases should not influence professional decisions.	3.74	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
<b>Grand Mean</b>	3.79	Fully Aware	The statement exceeded the level of awareness to R.A 6713 of the respondents.

Professionalism has a grand mean of 3.79, which is verbally interpreted as "Fully Aware." The highest-rated item was "Professional behavior includes appropriate dress and responsible conduct," with a weighted mean of 3.84 and a verbal interpretation of "Fully Aware." However, the statement "Personal biases should not influence professional decisions" has a weighted mean of 3.74 and was rated as "Fully Aware."

#### 4.2.3. Justness and Sincerity

**Table 6.**

Level of awareness of public-school teachers in San Leonardo, Nueva Ecija in Republic Act 6713 in terms of Justness and Sincerity.

<b>Justness and Sincerity</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. All pupils must be treated equally, regardless of their backgrounds.	3.86	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
2. Receiving bribes or favors in exchange for academic advantages is not permitted.	3.79	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
3. Responding to student and parent issues must be done fairly and justly.	3.84	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
4. The role of a teacher requires serving students sincerely without expecting rewards.	3.83	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
5. Altering school records for personal or professional gain is prohibited.	3.85	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
<b>Grand Mean</b>	3.83	Fully Aware	The statement exceeded the level of awareness to R.A 6713 of the respondents.

Justness and Sincerity have a grand mean of 3.83, which is verbally interpreted as “Fully Aware.” The highest-rated item was “All pupils must be treated equally, regardless of their backgrounds,” with a weighted mean of 3.86 and a verbal interpretation of “Fully Aware.” However, the statement “Receiving bribes or favors in exchange for academic advantages is not permitted” has a weighted mean of 3.79 and was rated as “Fully Aware.”

#### 4.2.4. Political Neutrality

**Table 7.**

Level of awareness of public-school teachers in San Leonardo, Nueva Ecija in the Republic Act 6713 in terms of political neutrality.

<b>Political Neutrality</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. As a public-school teacher, remaining politically impartial in professional responsibilities is essential.	3.77	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
2. The position should not be used to influence students or colleagues on political issues.	3.80	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
3. Ethical requirements govern participation in political conversations at school.	3.79	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
4. The role of an educator should promote critical thinking, not political influence.	3.86	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
5. Posting political endorsements on official school platforms should be avoided.	3.84	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
<b>Grand Mean</b>	3.81	Fully Aware	The statement exceeded the level of awareness to R.A 6713 of the respondents.

Political neutrality has a grand mean of 3.81, which is verbally interpreted as “Fully Aware.” The highest-rated item was “The role of an educator should promote critical thinking, not political influence,” with a weighted mean of 3.86 and a verbal interpretation of “Fully Aware.” However, the statement “As a public-school teacher, remaining politically impartial in professional responsibilities is essential” has a weighted mean of 3.77 and was rated as “Fully Aware.”

#### 4.2.5. Responsiveness to the Public

**Table 8.**

Level of awareness of public-school teachers in San Leonardo, Nueva Ecija in Republic Act 6713 in terms of responsiveness to the public.

<b>Responsiveness to the public</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Reacting quickly and effectively to children’s and parents’ concerns is necessary.	3.68	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
2. Transparency and accountability are critical in public service.	3.74	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
3. Maintaining open communication with parents fosters trust in the education system.	3.74	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
4. Regularly seeking feedback helps improve teaching methods.	3.74	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
5. Participating in school and community programs is a responsibility of teachers.	3.75	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
<b>Grand Mean</b>	3.73	Fully Aware	The statement exceeded the level of awareness to R.A 6713 of the respondents.



Responsiveness to the public had a grand mean of 3.73, which was verbally interpreted as “Fully Aware.” The highest-rated item was “Participating in school and community programs is a responsibility of teachers,” with a weighted mean of 3.75 and a verbal interpretation of “Fully Aware.” However, the statement “Reacting quickly and effectively to children’s and parents’ concerns is necessary” has a weighted mean of 3.68 and was rated as “Fully Aware.”

#### 4.2.6. Nationalism and Patriotism

**Table 9.**

Level of awareness of public-school teachers in San Leonardo, Nueva Ecija in Republic Act 6713 in terms of nationalism and patriotism.

<b>Nationalism and Patriotism</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Developing patriotism and love for the nation in students is important.	3.84	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
2. Protecting the Philippine Constitution and promoting national unity is essential.	3.79	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
3. Setting a good example by promoting respect for national symbols and traditions is part of the role.	3.83	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
4. Actions should inspire students to be good citizens.	3.83	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
5. Philippine history and governance play a role in fostering patriotism.	3.78	Fully Aware	The statement meets the level of awareness of R.A. 6713 among the respondents.
<b>Grand Mean</b>	3.81	Fully Aware	The statement exceeded the level of awareness to R.A 6713 of the respondents.

Nationalism and patriotism were verbally interpreted as “Fully Aware” with a grand mean of 3.81. Teachers strongly agree with the statement "Developing patriotism and love for the nation in students is important," which has a weighted mean of 3.84 and is interpreted as “Fully Aware.” However, the statement "Philippine history and governance play a role in fostering patriotism" has a weighted mean of 3.78 and is also interpreted as “Fully Aware.”

#### 4.2.7. Commitment to Democracy

**Table 10.**

Level of awareness of public-school teachers in San Leonardo, Nueva Ecija in Republic Act 6713 in terms of commitment to democracy.

<b>Commitment to Democracy</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Respecting and upholding democratic norms within the school community is a fundamental responsibility.	3.71	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
2. Encouraging students to participate in civic and democratic processes	3.73	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
3. Cultivating a culture of respect for human rights and social justice is essential. It is valuable.	3.72	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
4. Promoting free conversation and critical thinking is crucial for maintaining democracy.	3.71	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
5. Ensuring that rules and regulations are applied fairly is a core aspect of democracy.	3.70	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
<b>Grand Mean</b>	3.71	Fully Aware	The statement exceeded the level of awareness to R.A 6713 of the respondents.

Commitment to democracy has a grand mean of 3.71, which is verbally interpreted as “Fully Aware.” The highest-rated item was "Encouraging students to participate in civic and democratic processes," with a weighted mean of 3.73 and a verbal interpretation of “Fully Aware.” However, the statement “Ensuring that rules and regulations are applied fairly is a core aspect of democracy” has a weighted mean of 3.70 and was rated as “Fully Aware.”

#### 4.2.8. Simple Living

**Table 11.**

Level of awareness of public-school teachers in San Leonardo, Nueva Ecija in Republic Act 6713 in terms of simple living.

<b>Simple Living</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Living simply and avoiding expensive lifestyles is important for public workers	3.45	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
2. Public school teachers are expected to live modestly and humbly.	3.48	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
3. Showing excessive wealth or luxury may cause public suspicion	3.43	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
4. Ethical money management is part of being a role model for students.	3.57	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
5. Ethical financial management includes avoiding unnecessary debts and liabilities.	3.56	Fully Aware	The statement meets the level of awareness to R.A 6713 of the respondents.
<b>Grand Mean</b>	3.50	Fully Aware	The statement exceeded the level of awareness to R.A 6713 of the respondents.

Simple Living was verbally interpreted as “Fully Aware” with a grand mean of 3.50. Teachers strongly agree with the statement “Ethical financial management includes avoiding unnecessary debts and liabilities,” which has a weighted mean of 3.56 and is interpreted as “Fully Aware.” However, with the statement “Showing excessive wealth or luxury may cause public suspicion,” which has a weighted mean of 3.43 and is also interpreted as “Fully Aware,” the interpretation remains consistent.

#### 4.3. Level of Compliance with R.A. 6713 of Respondents

##### 4.3.1. Commitment to Public Interest

**Table 12.**

Level of compliance of public-school teachers in San Leonardo, Nueva Ecija in the Republic Act 6713 in terms of commitment to public interest.

<b>Commitment to public interest</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Upholding public interest over personal interest.	3.54	Always	The statement exceeded the expectation in the level of compliance of the respondents.
2. Focusing on students' well-being over personal interests.	3.68	Always	The statement exceeded the expectation in the level of compliance of the respondents.
3. Avoiding the use of school resources for personal gain.	3.64	Always	The statement exceeded the expectation in the level of compliance of the respondents.
4. Refusing to solicit or accept gifts that might influence professional decisions.	3.57	Always	The statement exceeded the expectation in the level of compliance of the respondents.
5. Reporting unethical practices or corruption observed in the school.	3.41	Always	The statement exceeded the expectation in the level of compliance of the respondents.
<b>Grand Mean</b>	3.57	Always	The statement exceeded the expectation in the level of compliance of the respondents.

Commitment to the public interest is verbally interpreted as “always” and has a weighted mean of 3.57. The components of the respondents agree regarding the statement, “Focusing on the students’ well-being over personal interest,” which has the highest weighted mean of 3.68, implying “always.” The statement, “Reporting unethical practices or corruption observed in the school,” however, received the lowest weighted mean of 3.41 and was rated as “always.”

#### 4.3.2. Professionalism

**Table 13.**

Level of compliance of public-school teachers in San Leonardo, Nueva Ecija in the Republic Act 6713 in terms of professionalism.

<b>Professionalism</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Practicing professionalism at all times.	3.73	Always	The statement exceeded the expectation in level of compliance of the respondents.
2. Arriving on time and well-prepared for classes and school duties.	3.70	Always	The statement exceeded the expectation in level of compliance of the respondents.
3. Dressing appropriately and acting in a professional manner at all times.	3.75	Always	The statement exceeded the expectation in level of compliance of the respondents.
4. Treating students, colleagues, and parents with respect and courtesy.	3.78	Always	The statement exceeded the expectation in level of compliance of the respondents.
5. Avoiding gossip, workplace politics, or behavior that disrupts school harmony.	3.69	Always	The statement exceeded the expectation in level of compliance of the respondents.
<b>Grand Mean</b>	3.73	Always	The statement exceeded the expectation in level of compliance of the respondents.

Professionalism is verbally interpreted as “always” and has a weighted mean of 3.73. The components of the respondents agree with regard to the statement, “Treating students, colleagues, and parents with respect and courtesy,” which had the highest weighted mean of 3.78, implying “always.” The statement “Avoiding gossip, workplace politics, or behavior that disrupts school harmony,” however, received the lowest weighted mean of 3.69 and was rated as “always.”

#### 4.3.3. Justness and Sincerity

**Table 14.**

Level of compliance of public-school teachers in San Leonardo, Nueva Ecija in the Republic Act 6713 in terms of justness and sincerity.

<b>Justness and Sincerity</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Treating all students equally, regardless of background, social status, or grades.	3.77	Always	The statement exceeded the expectation in the level of compliance of the respondents.
2. Making fair decisions without favoritism or bias.	3.79	Always	The statement exceeded the expectation in the level of compliance of the respondents.
3. Genuinely helping struggling students without expecting anything in return.	3.78	Always	The statement exceeded the expectation in the level of compliance of the respondents.
4. Keeping student-related processes, like grading and record-keeping, clear and honest.	3.74	Always	The statement exceeded the expectation in the level of compliance of the respondents.
5. Following ethical rules when handling sensitive student or school information.	3.76	Always	The statement exceeded the expectation in the level of compliance of the respondents.
<b>Grand Mean</b>	3.77	Always	The statement exceeded the expectation in the level of compliance of the respondents.

Justness and sincerity, verbally interpreted as “always,” have a weighted mean of 3.77. The respondents’ components converge on the statement “Making fair decisions without favoritism or bias,” which has a weighted mean of 3.79, indicating a verbal interpretation of “always.” The statement “Keeping student-related processes, like grading and record keeping, clear and honest,” received the lowest weighted mean of 3.74 and was rated as “always.”

#### 4.3.4. Political Neutrality

**Table 15.**

Level of compliance of public-school teachers in San Leonardo, Nueva Ecija in the Republic Act 6713 in terms of political neutrality.

<b>Political Neutrality</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Not using the teaching position to influence students' political views.	3.75	Always	The statement exceeded the expectation in the level of compliance of the respondents.
2. Staying neutral when discussing political topics in the classroom.	3.76	Always	The statement exceeded the expectation in the level of compliance of the respondents.
3. Not participating in political rallies or partisan activities during school hours.	3.69	Always	The statement exceeded the expectation in the level of compliance of the respondents.
4. Avoid promoting political candidates in school-related activities.	3.68	Always	The statement exceeded the expectation in the level of compliance of the respondents.
5. Ensuring school events remain politically neutral and inclusive to all.	3.69	Always	The statement exceeded the expectation in the level of compliance of the respondents.
<b>Grand Mean</b>	3.71	Always	The statement exceeded the expectation in the level of compliance of the respondents.

Political neutrality, verbally interpreted as “always,” has a weighted mean of 3.71. The respondents’ components converge on the statement “Staying neutral when discussing political topics in the classroom,” which has a weighted mean of 3.76, indicating a verbal interpretation of “always.” The statement “Avoiding promoting political candidates in school-related activities” received the lowest weighted mean of 3.68 and was rated as “always.”

#### 4.3.5. Responsiveness To the Public

**Table 16.**

Level of compliance of public-school teachers in San Leonardo, Nueva Ecija in Republic Act 6713 in terms of responsiveness to the public

<b>Responsiveness to the Public</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Actively listening and responding to students’ concerns in a timely and appropriate manner.	3.75	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
2. Ensuring teaching methods cater to the diverse needs of students.	3.77	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
3. Providing accurate and helpful information when students or parents ask for guidance.	3.75	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
4. Participating in school and community programs that benefit.	3.71	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
5. Making an effort to improve teaching strategies based on feedback from students and colleagues.	3.76	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
<b>Grand Mean</b>	3.75	Always	The statement exceeded the level of compliance to R.A 6713 of the respondents.

Responsiveness to the public has a grand mean of 3.75, which is verbally interpreted as “Always.” The highest-rated item was “Making an effort to improve teaching strategies based on feedback from students and colleagues,” with a weighted mean of 3.76 and a verbal interpretation of “Always.” However, the statement “Participating in school and community programs that benefit” has a weighted mean of 3.71 and was rated as “Always.”

#### 4.3.6. Nationalism and Patriotism

**Table 17.**

Level of compliance of public-school teachers in San Leonardo, Nueva Ecija in Republic Act 6713 in terms of nationalism and patriotism.

<b>Nationalism and Patriotism</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Teaching students to be passionate about their country and civic duty.	3.71	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
2. Participating in national celebrations and holidays like Buwan ng Wika and Independence Day.	3.78	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
3. Teaching students about Filipino culture, heritage, and history with accuracy and enthusiasm.	3.73	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
4. Using local examples and references to help students appreciate Filipino identity.	3.72	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
5. Supporting initiatives that promote environmental sustainability and national development.	3.70	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
<b>Grand Mean</b>	3.73	Always	The statement exceeded the level of compliance to R.A 6713 of the respondents.

Nationalism and patriotism have a grand mean of 3.73, which is verbally interpreted as “Always.” The highest-rated item was "Participating in national celebrations and holidays like Buwan ng Wika and Independence Day," with a weighted mean of 3.78 and a verbal interpretation of “Always.” However, the statement “Supporting initiatives that promote environmental sustainability and national development” has a weighted mean of 3.70 and was rated as “Always.”

#### 4.3.7. Commitment to Democracy

**Table 18.**

Level of compliance of public-school teachers in San Leonardo, Nueva Ecija in Republic Act 6713 in terms of commitment to democracy.

<b>Commitment to Democracy</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Encouraging students to freely express their ideas and opinions.	3.57	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
2. Valuing the different opinions of parents, coworkers, and students.	3.72	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
3. Instructing pupils on their rights and obligations in a democracy.	3.72	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
4. Creating an atmosphere in the classroom that encourages open communication and fruitful discussion.	3.74	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
5. Avoiding the imposition of personal prejudices or views on students.	3.71	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
<b>Grand Mean</b>	3.69	Always	The statement exceeded the level of compliance to R.A 6713 of the respondents.

Commitment to democracy has a grand mean of 3.69, which is verbally interpreted as “Always.” The highest-rated item was "Creating an atmosphere in the classroom that encourages open communication and fruitful discussion," with a weighted mean of 3.74 and a verbal interpretation of “Always.” However, the statement “Encouraging students to freely express their ideas and opinions” has a weighted mean of 3.57 and was rated as “Always.”

#### 4.3.8. Simple Living

**Table 19.**

Level of compliance of public-school teachers in San Leonardo, Nueva Ecija in Republic Act 6713 in terms of simple living.

<b>Simple Living</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. Keeping expenses under control and preventing wasteful luxury purchases.	3.64	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
2. Avoiding displaying excessive riches or material belongings at work.	3.60	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
3. Avoiding collecting unreasonable money and living within means.	3.71	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
4. Emphasizing the value of saving and financial responsibility to students.	3.71	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
5. Standing for the virtues of integrity, service, and humility over physical gain.	3.72	Always	The statement meets the level of compliance to R.A 6713 of the respondents.
<b>Grand Mean</b>	3.68	Always	The statement exceeded the level of compliance to R.A 6713 of the respondents.

Simple Living has a grand mean of 3.68, which is verbally interpreted as “Always.” The highest-rated item was “Standing for the virtues of integrity, service, and humility over physical gain,” with a weighted mean of 3.72 and a verbal interpretation of “Always.” However, the statement “Avoiding displaying excessive riches or material belongings at work” has a weighted mean of 3.60 and was rated as “Always.”

#### 4.4. Relationship between the Awareness and Compliance with R.A. 6713 of Public School Teachers

**Table 20.**

Relationship between the Awareness and Compliance with R.A. 6713 of Public School Teachers in terms of Commitment to Public Interest.

<b>Awareness</b>	<b>Compliance</b>	<b>r -value</b>	<b>p-value</b>	<b>Decision</b>	<b>Remarks</b>
Commitment to Public Interest	Commitment to Public Interest	0.089	0.193	Fail to Reject H0	Not Significant
	Professionalism	0.060	0.381	Fail to Reject H0	Not Significant
	Justness and Sincerity	-0.028	0.681	Fail to Reject H0	Not Significant
	Political Neutrality	-0.081	0.239	Fail to Reject H0	Not Significant
	<b>Responsiveness to the Public</b>	<b>0.158</b>	<b>0.021</b>	<b>Reject H0</b>	<b>Significant</b>
	Nationalism and Patriotism	-0.016	0.820	Fail to Reject H0	Not Significant
	Commitment to Democracy	0.066	0.339	Fail to Reject H0	Not Significant
	<b>Simple Living</b>	<b>0.157</b>	<b>0.022</b>	<b>Reject H0</b>	<b>Significant</b>

The researcher reports correlation values of  $r = 0.089, 0.060, -0.028, -0.081, 0.158^*, -0.016, 0.066,$  and  $0.157^*$  with respective  $p$ -values of  $0.193, 0.381, 0.681, 0.239, 0.021, 0.820, 0.339,$  and  $0.022$ . Most of these  $p$ -values are greater than  $0.05$ . The findings indicate that the level of awareness in terms of commitment to the public interest across other levels of compliance is not statistically significant. Only responsiveness to the public ( $r = 0.158, p = 0.021$ ) and simple living ( $r = 0.157, p = 0.022$ ) demonstrated statistically significant relationships between awareness and compliance, suggesting that higher awareness of these principles among public school teachers is associated with increased adherence in practice.

**Table 21.**

Relationship between the Awareness and Compliance with R.A. 6713 of Public School Teachers in terms of Professionalism.

<b>Awareness</b>	<b>Compliance</b>	<b>r -value</b>	<b>p-value</b>	<b>Decision</b>	<b>Remarks</b>
Professionalism	<b>Commitment to Public Interest</b>	<b>0.147</b>	<b>0.032</b>	<b>Reject H0</b>	<b>Significant</b>
	<b>Professionalism</b>	<b>-0.144</b>	<b>0.035</b>	<b>Reject H0</b>	<b>Significant</b>
	Justness and Sincerity	-0.031	0.655	Fail to Reject H0	Not Significant
	Political Neutrality	-0.066	0.337	Fail to Reject H0	Not Significant
	Responsiveness to the Public	0.087	0.205	Fail to Reject H0	Not Significant
	Nationalism and Patriotism	0.045	0.515	Fail to Reject H0	Not Significant
	Commitment to Democracy	0.035	0.607	Fail to Reject H0	Not Significant
	Simple Living	0.149	0.149	Fail to Reject H0	Not Significant

In terms of professionalism, the researcher obtained a correlation value of  $r = 0.147^*, -0.144^*, -0.031, -0.066, 0.087, 0.045, 0.035,$  and  $0.149$ , with  $p$ -values of  $0.032, 0.035, 0.655, 0.337, 0.205, 0.515, 0.607,$  and  $0.149$ , respectively. Most of these  $p$ -values are higher than  $0.05$ , indicating that they are not statistically significant, except for two correlations—Commitment to Public Interest ( $r = 0.147, p = 0.032$ ) and Professionalism ( $r = -0.144, p = 0.035$ )—which show marginal significance.

**Table 22.**

Relationship between the Awareness and Compliance with R.A. 6713 of Public School Teachers in terms of Justness and Sincerity.

Awareness	Compliance	r -value	p-value	Decision	Remarks
Justness and Sincerity	Commitment to Public Interest	0.110	0.108	Fail to Reject H0	Not Significant
	Professionalism	0.100	0.146	Fail to Reject H0	Not Significant
	Justness and Sincerity	0.021	0.759	Fail to Reject H0	Not Significant
	Political Neutrality	-0.005	0.943	Fail to Reject H0	Not Significant
	Responsiveness to the Public	0.085	0.214	Fail to Reject H0	Not Significant
	Nationalism and Patriotism	-0.016	0.812	Fail to Reject H0	Not Significant
	Commitment to Democracy	0.150	0.028	Reject H0	Significant
	Simple Living	0.211	0.002	Reject H0	Significant

Regarding the relationship between awareness and compliance with R.A. 6713 in terms of justice and sincerity. The researcher acquired a correlation value of  $r = 0.110, 0.100, 0.021, -0.005, 0.085, -0.016, 0.150^*, \text{ and } 0.211^*$  with a  $p\text{-value} = 0.108, 0.146, 0.759, 0.943, 0.214, 0.812, 0.028, \text{ and } 0.002$ , respectively, which are higher than 0.05. The relationships are not statistically significant, except for two weak correlations ( $0.150^*$  and  $0.211^*$ ), which show marginal significance.

**Table 23.**

Relationship between the Awareness and Compliance with R.A. 6713 of Public School Teachers in terms of Political Neutrality.

Awareness	Compliance	r -value	p-value	Decision	Remarks
Political Neutrality	Commitment to Public Interest	0.021	0.759	Fail to Reject H0	Not Significant
	Professionalism	0.018	0.793	Fail to Reject H0	Not Significant
	Justness and Sincerity	0.024	0.726	Fail to Reject H0	Not Significant
	Political Neutrality	-0.005	0.942	Fail to Reject H0	Not Significant
	Responsiveness to the Public	0.115	0.093	Fail to Reject H0	Not Significant
	Nationalism and Patriotism	0.082	0.232	Fail to Reject H0	Not Significant
	Commitment to Democracy	0.049	0.478	Fail to Reject H0	Not Significant
	Simple Living	0.071	0.303	Fail to Reject H0	Not Significant

In regard to the correlation between awareness and compliance with R.A. 6713 concerning political neutrality, the researcher obtained correlation values of  $r = 0.021, 0.018, 0.024, -0.005, 0.115, 0.082, 0.049, \text{ and } 0.071$ , with  $p\text{-values}$  of  $0.759, 0.793, 0.726, 0.942, 0.093, 0.232, 0.478, \text{ and } 0.303$ . Since all  $p\text{-values}$  are greater than 0.05, none of these correlations are statistically significant. This indicates that knowledge of political neutrality does not have a strong or straightforward effect on compliance in the specified areas.

**Table 24.**

Relationship between the Awareness and Compliance with R.A. 6713 of Public School Teachers in terms of Responsiveness to the Public.

Awareness	Compliance	r -value	p-value	Decision	Remarks
Responsiveness to the Public	Commitment to Public Interest	0.030	0.663	Fail to Reject H0	Not Significant
	Professionalism	-0.020	0.773	Fail to Reject H0	Not Significant
	Justness and Sincerity	0.081	0.237	Fail to Reject H0	Not Significant
	Political Neutrality	-0.036	0.597	Fail to Reject H0	Not Significant
	Responsiveness to the Public	-0.088	0.199	Fail to Reject H0	Not Significant
	Nationalism and Patriotism	0.107	0.117	Fail to Reject H0	Not Significant
	Commitment to Democracy	-0.016	0.818	Fail to Reject H0	Not Significant
	Simple Living	0.007	0.923	Fail to Reject H0	Not Significant

In terms of the relationship between awareness and compliance with R.A. 6713 regarding responsiveness to the public, the researcher obtained a set of correlation values:  $r = 0.030, -0.020, 0.081, -0.036, -0.088, 0.107, -0.016, \text{ and } 0.007$ , with corresponding  $p\text{-values}$  of  $0.663, 0.773, 0.237, 0.597, 0.199, 0.117, 0.818, \text{ and } 0.923$ , respectively, using Pearson correlation. All  $p\text{-values}$  are above 0.05, indicating that awareness of responsiveness to the public does not have a significant impact on compliance in the areas identified.

**Table 25.**

Relationship between the Awareness and Compliance with R.A. 6713 of Public School Teachers in terms of Nationalism and Patriotism.

Awareness	Compliance	r -value	p-value	Decision	Remarks
Nationalism and Patriotism	Commitment to Public Interest	-0.076	0.266	Fail to Reject H0	Not Significant
	Professionalism	-0.014	0.835	Fail to Reject H0	Not Significant
	Justness and Sincerity	0.002	0.976	Fail to Reject H0	Not Significant
	Political Neutrality	0.004	0.954	Fail to Reject H0	Not Significant
	Responsiveness to the Public	0.068	0.321	Fail to Reject H0	Not Significant
	Nationalism and Patriotism	0.069	0.316	Fail to Reject H0	Not Significant
	Commitment to Democracy	-0.053	0.443	Fail to Reject H0	Not Significant
	Simple Living	0.004	0.951	Fail to Reject H0	Not Significant

For the correlation between awareness and compliance with R.A. 6713 on nationalism and patriotism, the researcher found correlation values  $r = -0.076, -0.014, 0.002, 0.004, 0.068, 0.069, -0.053, \text{ and } 0.004$ , with  $p\text{-values} = 0.266, 0.835, 0.976, 0.954, 0.321, 0.316, 0.443, \text{ and } 0.951$ . Since all  $p\text{-values}$  are greater than 0.05, none of these correlations are statistically significant.

**Table 26.**

Relationship between the Awareness and Compliance with R.A. 6713 of Public School Teachers in terms of Commitment to Democracy

Awareness	Compliance	r -value	p-value	Decision	Remarks
Commitment to Democracy	Commitment to Public Interest	0.093	0.175	Fail to Reject H0	Not Significant
	Professionalism	-0.040	0.563	Fail to Reject H0	Not Significant
	Justness and Sincerity	-0.083	0.226	Fail to Reject H0	Not Significant
	Political Neutrality	-0.025	0.719	Fail to Reject H0	Not Significant
	Responsiveness to the Public	-0.134	0.050	Reject H0	Significant
	Nationalism and Patriotism	0.014	0.837	Fail to Reject H0	Not Significant
	Commitment to Democracy	0.009	0.896	Fail to Reject H0	Not Significant
	Simple Living	-0.123	0.073	Fail to Reject H0	Not Significant

In terms of the correlation between awareness and compliance with R.A. 6713 as it pertains to commitment to democracy, the researcher derived  $r = 0.093, -0.040, -0.083, -0.025, -0.134^*, 0.014, 0.009, \text{ and } -0.123$  correlation values, with  $p\text{-values} = 0.175, 0.563, 0.226, 0.719, 0.050, 0.837, 0.896, \text{ and } 0.073$ . The majority of these are higher than 0.05, indicating that awareness of these factors has no significant impact on commitment to democracy, except for responsiveness to the public, with weak correlations ( $-0.134^*$ ), which show marginal significance.

**Table 27.**

Relationship between the Awareness and Compliance with R.A. 6713 of Public School Teachers in terms of Simple Living

Awareness	Compliance	r -value	p-value	Decision	Remarks
Simple Living	Commitment to Public Interest	0.051	0.454	Fail to Reject H0	Not Significant
	<b>Professionalism</b>	<b>-0.154</b>	<b>0.024</b>	<b>Reject H0</b>	<b>Significant</b>
	Justness and Sincerity	-0.046	0.504	Fail to Reject H0	Not Significant
	Political Neutrality	-0.035	0.607	Fail to Reject H0	Not Significant
	Responsiveness to the Public	-0.031	0.654	Fail to Reject H0	Not Significant
	Nationalism and Patriotism	-0.067	0.329	Fail to Reject H0	Not Significant
	Commitment to Democracy	0.145	0.035	Reject H0	Significant
	Simple Living	0.022	0.751	Fail to Reject H0	Not Significant
Awareness	Compliance	0.104	0.130	Fail to Reject H0	Not Significant

In terms of simple living and awareness versus compliance with R.A. 6713, the researcher achieved correlation values of  $r = 0.051, -0.154^*, -0.046, -0.035, -0.031, 0.067, 0.145^*, \text{ and } 0.022$ , with corresponding  $p\text{-values}$  of 0.454, 0.024, 0.504, 0.607, 0.654, 0.329, 0.035, and 0.751. The majority of the  $p\text{-values}$  are above 0.05, indicating that knowledge of simple living does not significantly influence compliance in most areas. However, two weak correlations ( $0.154^*$  and  $0.145^*$ ) suggest marginal significance.

## 5. Discussion

### 5.1. Description of the Profile of the Respondents

In terms of sex, it is indicated that there is a significant gender disparity among participants, suggesting that females were more represented in the study. This aligns with the broader context of the teaching profession in public schools, which is often female-dominated. According to the respondents, despite both male and female teachers receiving the same training, teachers may have behaved differently because women brought distinct perspectives to the classroom. Female teachers were reported to possess greater job motivation, show more positive attitudes toward their work, school, and children, exhibit better mental well-being, and face fewer difficulties concerning their teaching assignments compared to



males [27]. Female educators used more effective teaching methods. The teaching profession of a female teacher was seen as an introduction to themselves and their position, which was different from that of male teachers.

In terms of the age of the respondents, the results show that the majority of respondents fell within the 31-40 age group, implying that individuals within this age group were more inclined to participate in the study. This may be attributed to the fact that people in this age bracket are in the middle stages of their careers, where they are more concerned with development and career progression. From the respondents' view, those in this group could be more interested in career development and progress, which could be the reason for their greater involvement. Research and policy in the area of teacher retention and attrition focus on teachers in the early years of their careers [28]. Initiatives designed to support early-career teachers often include professional development aimed at improving teachers' professional knowledge, efficacy, confidence, and resilience.

Lastly, regarding years of service, the results indicate that teachers with 6-10 years of experience constitute the dominant group within the study, likely because they have had a well-balanced exposure to both the theoretical and practical aspects of the teaching profession. According to respondents, teachers with longer years of service are probably more knowledgeable about RA 6713 and its provisions, as they have had more time to study and implement the law in their practice. These teachers are likely more aware of the ethical standards and accountability mandated by the law, which may explain their greater participation in the study. Newer teachers are generally more receptive to adapting to legal and regulatory frameworks, especially since they are still developing their teaching practices and are more open to feedback. As they establish their professional identity, they tend to be more attentive to laws like RA 6713, which emphasize the importance of maintaining high ethical standards in public service [29]. The adaptability of younger teachers makes it easier for them to incorporate the legal requirements of the law into their daily routines, such as ensuring transparency in their work and adhering to the principles of accountability and professionalism.

### *5.2. Level of Awareness with R.A. 6713 of Respondents*

In terms of commitment to public interests, teachers who are dedicated to the public interest demonstrate this understanding by acting and thinking in ways that prioritize the welfare of their pupils and the larger community over convenience or self-interest. Respondents assert that teachers exhibit a comprehensive awareness of their commitment to the public interest, particularly regarding civic duty, social responsibility, ethical considerations, and values alignment. Public school teachers utilize positive discipline methods when imparting Values Education to their students [30]. Positive discipline is a set of strategies and approaches for encouraging appropriate behavior in children without being punitive or forceful. Positive discipline teaches children about the consequences of their decisions in a manner that fosters self-regulation, accountability, and regard for others. Teachers' acceptance of gifts can seem innocuous on the surface, yet it can pose serious ethical implications [31]. Gift acceptance can create a conflict of interest, wherein the educator's behavior or decisions are influenced by the expectations of the giver at the expense of professional integrity. Educating about behavioral ethics enables educators to recognize the covert ways in which decisions might be influenced by extrinsic variables such as gifts, favoritism, or other reciprocation.

For professionalism, teachers who fully understand professionalism demonstrate this by continuously adhering to ethical norms, being committed to student success, and making an effort to develop. Respondents are fully aware that in professionalism, it is important to understand that "professionalism" in the context of ethical awareness, responsibility, reliability, and respectful communication. Teachers' way of dress directly affects how students perceive their authority and is determined by a range of factors, including respect, professionalism, and classroom management [32]. Teachers, especially in middle and high schools, are usually aware that children are highly sensitive to social cues, and the way a teacher dresses can influence both their perceptions and actions in the classroom. Teacher bias refers to a collection of unconscious or intentional ideas, attitudes, or assumptions that may shape the way a teacher interacts with students, influencing their expectations, behaviors, and assessments [33]. This bias, whether racial, gender-based, socioeconomic, or based on other factors, plays a major role in teacher-student relationships and the overall learning environment.

For justice and sincerity, it shows that awareness implies a strong basis of ethical understanding and commitment within the teaching profession. The respondents' self-reported full awareness of justice and sincerity indicates a solid perceived understanding of these ethical concepts. Inclusive education and dealing with diversity in the classroom are essential principles with far-reaching consequences for teachers [34]. In a more diverse society, classrooms are composed of children of all abilities, ethnic backgrounds, learning styles, and life experiences. For teachers, embracing inclusive education is about creating a setting where all children, despite their differences, can thrive. Educators may overlook that accepting bribes or gifts is illegal because they lack ethical training or technical knowledge [35]. In most school systems, there can be insufficient emphasis on ethics and integrity in teacher preparation. Educators may possess strong knowledge of pedagogy, classroom management, and content area expertise but lack proper training in ethical decision-making or understanding the potential consequences of unethical behavior, such as bribery.

For political neutrality, the results suggest that teachers' self-reported full awareness of political neutrality indicates a perceived understanding of their professional obligation to remain impartial. Respondents claim to comprehend political neutrality, but their self-perception should be tested for biases, as understanding does not imply unbiased action. Teachers' duty is to create independent thinkers who can consider events, develop sound conclusions, and make judgments based on evidence and reason, not on appeals or politics-driven motives [36]. Critical thinking enables students to critically examine information from different perspectives and question assumptions so that a thorough understanding of topics can be developed. Teachers should remain impartial when discussing political or contentious issues, presenting balanced, fact-based information [14]. They should invite students to engage in respectful, open-

mindful discussions and debates, which will enable them to develop the skills of critically assessing the soundness of other arguments and opinions. Teachers are considered learning facilitators, not champions of particular causes. By remaining neutral, teachers ensure that the classroom is a place of academic learning free from political influence.

In terms of responsiveness to the public, public school teachers recognize their active role in addressing the needs of students, parents, and the wider community as part of being responsive to the public.

Respondents claim that participating in school and community programs is an essential responsibility of teachers, as it extends their role beyond the classroom and contributes to fostering strong connections between the school and the community. Collaborative partnerships between schools and communities enrich the educational experience by bridging the gap between classroom learning and real-world application, thereby nurturing well-rounded individuals equipped with the skills necessary for societal contribution [37]. By actively participating in these initiatives, teachers demonstrate a commitment to holistic education and responsiveness to the needs of both students and the wider community. Respondents suggest that teachers should serve as a bridge between students, parents, and the school, making it essential for them to address concerns promptly and efficiently. Fostering connections within a school community requires a multifaceted approach that recognizes and addresses teachers', students', and parents' unique needs [38]. By addressing the unique needs of teachers, students, and parents, schools can create a positive, inclusive, and thriving educational environment that supports both academic achievement and the personal growth of students.

For nationalism and patriotism, the findings show that through education, public school teachers play a fundamental role in fostering nationalism and patriotism among students. According to respondents, patriotism and nurturing love for the nation are essential duties of teachers in shaping the next generation. Teachers can help students understand the national culture and arouse their love for the country through education [17]. Educators empower students to cherish their national identity, uphold cultural values, and develop a genuine love for their country. This not only strengthens their sense of belonging but also encourages them to contribute meaningfully to their nation's progress. Respondents suggest that by integrating lessons on history, civic duty, and national pride into their teaching, educators help students develop a deep connection to their country. History education can profoundly shape students' ethical and patriotic character through the synergistic development of shared knowledge, moral sentiment, and moral action [39]. History education plays a vital role in cultivating a harmonious and progressive society by promoting a comprehensive understanding of the nation's history and instilling fundamental ethical values in students.

For the commitment to democracy, it is important to be dedicated to democracy as it reflects justice, equality, and the rights of every student. Respondents claim that educators encouraging students to engage in civic and democratic processes help students understand their rights and responsibilities in contributing meaningfully to society. Students learn how to contribute to their society through formal and informal learning experiences in schools [40]. Through active participation, this learning will lead to the application of their knowledge and skills to address societal issues, support community initiatives, and contribute to national progress. Respondents suggest that fairness in enforcing rules and regulations fosters a democratic learning environment where students feel respected and valued. When students feel respected by their teachers, they focus more on their learning, become more motivated, and the learning process becomes smoother [41]. Respect from teachers fosters a sense of belonging, making students feel valued and acknowledged as individuals. This emotional security also allows them to focus more on their studies without fear of judgment, embarrassment, or discrimination.

Lastly, for simple living, public school teachers embody the values of simplicity by demonstrating humility, resourcefulness, and contentment despite the challenges they face. According to respondents, avoiding unnecessary debts and liabilities reflects financial discipline, integrity, and prudence, which are essential in maintaining stability and setting a good example for students and the community. Most teachers can hardly carry out their duties and responsibilities in DepEd programs because of some financial issues and concerns [42]. By managing their finances wisely, teachers can focus on their duties without financial stress affecting their performance. Respondents claim that teachers, as public servants, should not demonstrate an extravagant lifestyle that may raise concerns about financial transparency, especially given that teachers are public servants whose income comes from government funds. Public officials and employees and their families shall lead modest lives appropriate to their positions and income [43]. They shall not indulge in extravagant or ostentatious displays of wealth in any form. Excessive displays of wealth can create a disconnect between educators and the communities they serve, potentially undermining public trust.

### *5.3. Level of Compliance with R.A. 6713 of Respondents*

Commitment to public interest results show that respondents always demonstrate commitment to the public interest. This indicates that they prioritize the well-being of students over personal interests, as reflected in the highest rating. The respondents said they were confident that their actions would benefit the students and the school community, and they were willing to uphold ethical standards to ensure a positive environment. Researchers believe that this strong commitment to ethical responsibility fosters a culture of integrity and trust, which is essential for the overall growth and development of the school community. High student well-being correlates with a myriad of positive outcomes: better academic performance, heightened engagement, enriched life experiences, and even predictive indicators of future academic and professional success [44]. This suggests that the school may not be doing enough to encourage students and staff to report unethical behavior. Respondents mentioned that low reporting could be due to unclear reporting procedures, or because people are afraid of facing retaliation or believe their concerns won't be taken seriously. As a result, individuals may feel discouraged from speaking up, which can allow unethical practices to continue without consequences. It is difficult to think that education can contribute efficiently if the phenomenon of academic dishonesty exists within the educational sphere. To develop a moral compass, it is not enough to know what has to be done; it is essential to do good [45].

For professionalism, results show that respondents consistently treat students, colleagues, and parents with respect and courtesy, as reflected in the highest ratings. This indicates that they regularly demonstrate professionalism. The respondents expressed confidence that their professional conduct fosters positive relationships and contributes to a supportive and respectful environment. Researchers believe that this strong commitment to professionalism helps create a more effective and harmonious educational setting. When students feel respected by their teachers, it establishes an environment of trust, which is essential for effective learning. This respect can be demonstrated in many ways, such as through active listening, valuing students' opinions, showing empathy, and maintaining fairness in interactions. When students perceive their teachers as approachable and supportive, they are more likely to engage in the learning process and take risks in their academic endeavors. They are less likely to feel intimidated or anxious, which can often hinder learning [46]. This suggests that the school may not be actively promoting a culture where students and staff avoid gossip, workplace politics, or behaviors that disrupt school harmony. According to the respondents, the lack of attention to this issue may be due to a lack of clear guidelines or consequences for such behaviors, leading to a negative or divided school environment. Negative workplace gossip refers to the spread of negative comments or information that individuals perceive others to have made about them in the workplace. Negative workplace gossip can lead to negative self-perception for the person being gossiped about [47].

Results show that respondents consistently demonstrate fairness and sincerity. This indicates that they make equitable decisions without favoritism or bias, as reflected in the highest rating. The respondents expressed confidence that their fairness and sincerity contribute to a trustworthy and equitable environment. Researchers believe that this strong commitment to impartiality promotes a culture of integrity, accountability, and respect, which are essential for fostering positive relationships and a just community. Favoritism in educational settings is not a new phenomenon, but it has received increased attention in recent years, as research has shown that it can negatively affect students' academic achievement, motivation, and self-esteem [48]. This suggests that the school may not be ensuring transparency and honesty in student-related processes, such as grading and record-keeping. According to the respondents, the lack of clarity in these processes could be due to inconsistent practices, poor communication, or a lack of clear guidelines, which may lead to confusion or mistrust among students and parents. When parents, students, and teachers understand and agree on the transparency of grades because they monitor the information on students' performance as it becomes available using STAR (Students' Transparency of Accomplishment Record), it becomes easier to address problems [49].

Results show that respondents always demonstrate political neutrality. This indicates that they consistently stay neutral when discussing political topics in the classroom, as reflected in the highest rating. The respondents said they were confident that maintaining neutrality fosters a fair and open learning environment for all students. Researchers believe that this commitment to political neutrality helps promote critical thinking, respectful discourse, and an inclusive educational atmosphere. It is stipulated that educational institutions play the most significant role in shaping individuals' political awareness and practices through their educational approaches and activities, through the lectures and conferences of their teachers, and through their educational courses and curricula so that they prepare individuals to be in charge of public affairs in terms of awareness, contribution, and assuming responsibility, enabling them to fulfill their duties and uphold their rights [50]. Advertising political candidates in a school can divide students, particularly if more than one political opinion is represented in the student population. It can result in conflict, bullying, or ostracism, especially for students who feel their views or allegiance are being disenfranchised. According to the respondents, this may be due to a lack of clear policies or guidelines, leading to the unintended influence of personal political views on students and the overall school environment. It can be said that the idea that education and politics are two unrelated realities is not new. For example, Hernandez's work in 1965, as an example of some opinions that politics should be kept out of education; in Hillsborough County, she expressed the following in a School Board Minutes: "Let's keep politics out of education and education out of politics, don't soil our children by contact with politics, school people have a big enough job without mixing in politics" and "Don't make a political football out of our schools". Among professional educators, researchers, and society in general, the idea that education is an out-of-politics phenomenon is dominant [51].

Another result indicates that teachers' self-reported always complying in responsiveness to the public suggests a strong internal belief in their consistent adherence to public expectations. Respondents report consistently responding to the public; to ensure accuracy, we need to compare their perceptions with public feedback and objective measures. Teachers who recognize and implement strategies to address diverse learning styles are more effective in managing the particular needs of their students, enhancing participation, and fostering a welcoming learning environment. Teachers may also adjust their testing approaches to serve different learning styles [52]. Adjusting the instructional approach to diverse learning patterns does not mean sorting students inflexibly but providing a multiplicity of methods to ensure all students can relate to the knowledge in a way that best facilitates their capabilities. Educators who embrace this approach create an environment that is more inclusive, interactive, and dynamic. Teachers often hear a large number of requests from children and parents, which can become overwhelming. Teachers may have difficulty answering each adequately, whether that pertains to work, tests, or larger issues in education. In such situations, some questions often go unmentioned or receive less-than-sufficient answers, leaving the issue unresolved Kumar [36].

Teachers constantly adhere to nationalism and patriotism. A true understanding requires studying their actions and instructional procedures. Respondents claim constant devotion to nationalism and patriotism, indicating a strong perceived alignment with these principles that warrants further investigation. Teachers have an important responsibility in educating pupils about their culture, heritage, and national history. Buwan ng Wika, which emphasizes the importance of the Filipino language and its role in national identity, allows teachers to focus on the diversity of Filipino culture. Students learn and appreciate their cultural heritage through activities like storytelling, traditional games, songs, and dances. Teachers, as role

models, participate in these activities, learning for themselves and teaching pupils to be proud of their heritage [53]. Teachers can struggle to integrate sustainability topics into their already busy teaching programs, particularly if not mandated by the curriculum. What this might mean is that those things considered more academically appropriate are prioritized, and environmental concerns are relegated to secondary status. However, school teachers' education modules may not be comprehensive enough to encompass sustainability, environmental challenges, and national development strategies. Underprepared, they may not view themselves as capable of incorporating these areas into their lesson plans or advocating for them in their school's social climate [54].

Also, it is said that teachers always adhere to democracy; nevertheless, knowing their true dedication demands investigating how they implement democratic ideals in their work, given the various interpretations of these values. Respondents always comply with their commitment to democracy, which necessitates a more sophisticated examination of the potential disparities and the means required to remedy them. Pupils were found to have little interaction with literary materials in the classroom, resulting in a lack of comprehension. The dynamics of the social climate in the classroom under the influence of pedagogical intervention were reflected by a positive and friendly atmosphere and the subsequent promotion of positive affectivity [55]. Teachers are often faced with strict time constraints and a congested curriculum. The urgency to deliver a certain volume of content within a specific amount of time can dissuade teachers from participating in free-flowing discussions or debates that could be seen as wasting valuable instructional time. Teachers may feel that permitting students to speak freely could take away from the lesson plan and interrupt the flow of the curriculum [56].

Lastly, teachers constantly adhere to the ethical necessity of modest living in their professional lives, recognizing the subjective nature of "simple living" and the likelihood of variations in its practical application. This finding implies that respondents' compliance requires careful contextualization, given the subjective meaning of "simple life" and the possibility of differences between claimed intentions and actual practices. Inferential statistics were used to analyze data on the relationship between the instructors' work ethics and professional qualities. The findings indicate that teachers with strong work ethics demonstrate more positive behaviors and attitudes toward their careers, colleagues, and students. Work ethics, such as professional competence, duty to students and the school community, and ethical use of technology, were found to be strongly associated with teacher behavior and attitude [57].

#### *5.4. Relationship between Awareness and Compliance with R.A. 6713 of Public School Teachers*

Based on the respondents, responsiveness to the public might be internalized due to their direct connection to the daily experiences and expectations of teachers. Being responsive to the needs of students, parents, and the community is a fundamental aspect of a teacher's role, particularly in public schools where educators serve as frontliners in delivering not just education, but also social support and guidance. Teachers, as the first key guides in students' educational journeys, are particularly influential in cultivating a positive attitude towards learning and openness to future capabilities [58]. Their interactions with students significantly influence the development of a positive orientation toward learning, fostering not only intellectual curiosity but also a sustained motivation to engage with educational content. On the other hand, simple living may resonate with the socioeconomic realities of many public-school teachers, who often work within modest means and are expected to model humility and modesty for their students and communities. Modesty and humility can lead to very divergent work outcomes [59]. These traits may enhance collaborative relationships, promote reflective teaching practices, and foster a supportive learning environment by reducing ego-driven behaviors and encouraging openness to feedback.

Another result shows that there is a statistically significant positive correlation between teachers' awareness of professionalism and their commitment to the public interest. Teachers who are more aware of professional standards tend to prioritize the public good in their actions and decisions. Ethical principles shape teachers' conduct and interactions, ensuring fairness and professionalism in the workplace [60]. Ethical conduct promotes accountability and professionalism, which are essential for maintaining high standards of practice and for navigating the complex moral decisions that often arise in the classroom and broader school community. Respondents claim that public school teachers probably exhibit professionalism through their instructional practices, student-staff interactions, and compliance with ethical codes of conduct more than through official policies or regulations. The code encourages ongoing professional development, reflective practice, and openness to feedback to improve teaching effectiveness, helping teachers act with compassion, professionalism, and dedication to advancing both their students and society [61]. This form of professionalism is reflected in their commitment to delivering high-quality, student-centered instruction, maintaining respectful and supportive relationships within the school community, and consistently embodying the ethical standards that govern the teaching profession.

Additional observations lead to the conclusion that the state of awareness concerning justice and honesty under R.A. 6713 does not correlate strongly or at all with compliance among public school teachers. While there are weak associations, these are not strong enough to confirm a clear relationship. The respondents state that public school teachers maintain justice and sincerity by virtue of their ethical behavior and equity in their tasks, motivated more by personal values and professional commitment than by legal awareness. Public school teachers are more than mere rule-followers. Teachers are driven by strong personal values of justice, honesty, and equity. Public school teachers are committed to more than legal obedience; they aspire to become models and demonstrate the fundamental values of teaching in their everyday actions. Teachers also instruct not only with their heads but also with their hearts, shaping students into responsible, caring members of society [62].

Information on political neutrality alone is unlikely to significantly influence compliance with R.A. 6713. Compliance is more likely to be driven by institutional policies, organizational culture, or external pressures, rather than awareness. According to respondents, learning about the principles of political neutrality does not always lead to compliance. Although

they recognize its importance, workplace demands, leadership directives, or societal influences may dictate their actions. This underscores the need for stricter enforcement, clearer standards, and a work environment that upholds political impartiality. Teachers are expected to be politically neutral, but not all adhere to this. Disobedience may stem from various reasons such as personal opinions, external pressures, or poor boundaries. This can undermine the educational system and unfairly impact students. Political neutrality is vital for maintaining professionalism and ensuring institutions provide unbiased learning opportunities [14].

Also, the knowledge of responsiveness to the public does not have a significant effect on R.A. 6713 compliance. Rather, compliance in these categories is better influenced by external factors, such as workplace policies, leadership enforcement, and societal expectations, than by knowledge alone. From the respondents, recognizing the value of being responsive and interactive with students, parents, and the broader community, this sensitivity does not always translate into consistent practice. Although they value substantive interaction, there are other barriers, namely, inflexible institutional policies, bureaucratic red tape, and low motivation that prevent them from fully implementing these principles. Teachers' level of engagement can be described as the extent to which they willingly commit time, effort, and resources to activities directly or indirectly related to their work. In recent years, there has been growing interest in teacher involvement, primarily driven by efforts to better understand the issue of professional attrition. Low levels of engagement, generally associated with dissatisfaction with work, have been identified as a major contributing factor to teachers leaving the profession [63].

All the relationships examined did not have a significant correlation, implying that compliance with R.A. 6713 is more likely influenced by external forces such as workplace policies, leadership enforcement, and societal norms, rather than awareness alone. From the respondents, nationalism and patriotism do not always translate to obedience. Though they might appreciate its significance, they are more often driven by organizational expectations, directives from leadership, or cultural forces. This underlines the necessity of having clearer policies, greater enforcement, and an environment at work where national values are actively fostered in practice. It is critical to consider how teachers perceive and enact the values of nationalism, patriotism, and global citizenship, since these are key to civic identity formation, yet their enactment is often determined by institutional norms and educational policy more than personal belief [64].

Another result shows that increased focus on responsiveness to the public will tend to decrease strict adherence to democratic values, possibly indicating a trade-off between responsiveness to public demand and the enforcement of democratic principles. It might be worthwhile for further investigation to examine this dynamic. Educators everywhere are seeking innovative means to meet the challenges and opportunities globalization presents [65]. They work with children and adolescents from a variety of backgrounds with diverse requirements and capabilities. Others teach homogeneous groups but keep in mind that their children will encounter a number of cultural shifts throughout their lives. All are grappling with current teaching challenges: constant top-down initiatives to control their actions, swift economic transformations, disparities in supportive resources impacting their lives and those of their students, media stimuli flooding that divert educational attention, and issues related to population growth and migration.

From the perspective of the respondents, knowledge of democratic principles is not necessarily sufficient to achieve compliance. Though they might identify the value of democracy, extraneous pressures, workplace demands, and the obligation to respond to public concerns drive their actions much of the time. Some perceive that giving more importance to the demands of the public than to democratic principles at times results in conflicting situations, thereby making it difficult to strictly adhere to both. Its core contention is that attitudes towards responsiveness vary systematically with the policy benefits an individual may stand to gain from a government that is responsive to the wants of most citizens [66].

These findings indicate that individuals who are more concerned with simple living tend to adhere more to simple living behaviors. The negative correlation suggests a weak negative relationship that may require further investigation. Teachers' life stories reflect grit and determination, as well as extrinsic and intrinsic motivations for their choices, especially in professional growth. Family is a significant source of motivation for them in overcoming issues and challenges within the educational environment [67].

Lastly, according to the respondents, public school teachers understand the value of simple living in both their personal and professional lives. Though they know its value, the degree of awareness is not always sufficient to cause complete compliance with simple living habits. The pedagogy of good teachers seems to be inextricably bound up with principles and values that are not merely regulative of teaching activity but are constitutive of the character and personality of good teachers and, indeed, much of the so-called technical skills of teaching are perhaps more a matter of personal qualities than of technicalities, when properly viewed. But it must be realized that teaching, as a highly contentious idea, is therefore open to further research and argument [68].

## **6. Recommendations**

It is recommended that teachers be actively involved in various programs of the Department of Education to enhance their awareness of existing laws governing the education sector, particularly R.A. 6713, thereby promoting greater accountability and ethical conduct in the performance of their duties. It is recommended that sufficient time and resources be allocated to inform teachers of their rights and responsibilities under the law, enabling them to perform their functions effectively and in accordance with professional and ethical standards. It is recommended that this study serve as a valuable reference for other government agencies and stakeholders to extend support initiatives aimed at improving teachers' legal and ethical awareness, thereby strengthening the overall integrity of the education system. Lastly, it is recommended that the Department of Education, particularly in the Municipality of San Leonardo, utilize the findings of this study as a basis for developing ethics-based training programs to be incorporated into the In-Service Training (INSET) of teachers.

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