

HUMAN VALUES ORIENTATION, WORK ETHICS AND ETHICAL LEADERSHIP ASSESSMENT OF TEACHING AND NON-TEACHING PERSONNEL

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ABSTRACT

It is vital for the teacher, as one of the most indispensable staff in the education system, to foster work ethics and to be a role model to his/her students. Since there are societal expectations on teacher, every teacher is directed to do what is right. This study determined the human values and work ethics of the teaching and non-teaching personnel of Trece Martires City National High School – Conchu Annex. The study utilized a standardized questionnaire to 19 personnel. The mean responses were high on the human values orientation and very high on the work ethics and ethical leadership. The study recommends that the school personnel should make the improvement on human values orientation by doing seminars, retreat and open forum. A similar study should be conducted every year in order to assess the human values, work ethics and ethical leadership of school personnel annually.

Keywords: work ethics, human values, new normal, teacher development.

I. INTRODUCTION

One critical measure of success in an institution or school is an employee's ability to use the knowledge, skills and values that match the needs of his job, satisfy the demand of his employer, and contribute to the overall achievement of institutional goals. An ethical institution, like a good home, will depend on the persons living or working on it. If the employees have the mutual goal of nurturing the student's future, they will have to work not just on the curriculum and teaching practices, but on how they will portray a high values orientation, work ethics and ethical leadership on their selves.

Values and ethics are automatically incorporated into teaching, whether or not they are consciously stated objectives. The manner in which teachers are trained has far – reaching implications for the students in schools is the obvious starting point.

The researcher, as a member of the academe and as a teacher of Trece Martires City National High School – Conchu Annex was motivated to conduct this study, which she believes that it will be able to provide the institution data pieces of information on human values orientation, work ethics and ethical leadership of teaching and non – teaching personnel and to enhance it in order to become effective employees of the school.

II. REVIEW OF RELATED LITERATURE

Human Values

Human values refers to subjective evaluations of what one actually likes, esteems, desires, approves, enjoys, and regards as important. Our interaction with persons – the process of socialization – is always values laden. Our educational policies must aim at specific personal

and social values; the values of justice, of love, of honesty, of truth and of freedom (Bauzon, 2002).

Tirris's (2010) recent research on teacher values that inform professional ethics and relationship identifies caring and respect, professionalism and commitment, and cooperation. For Tirri (2010, 156), caring and respect are the most 'evident emotional expressions' apparent in meeting the needs of individual students. The more general teacher values that ideally underpin relationship and inform the teaching of values can also be addressed in teacher education.

Work Ethics

Ethics is the standards of conduct. It came for the Greek word ethiko which means habit. It has two dimensions -prudence (right) and virtue (good). "Certain core ethical values...form the foundation of a democratic society, in particular, trustworthiness, respect, responsibility, justice & fairness, caring, and civic virtue and citizenship. These core ethical values transcend cultural, religious, and socio-economic differences (Aspen Declaration, July 1992).

Work place success depends not only on academic grades, but other components such as work ethics of teachers. At the work place, employers are looking for increased productivity, promptness, dependability and positive contributions to an institution.

Ethical Leadership

"Real leaders concentrate on doing the right thing, not on doing things right." That advice from organizational consultants comes a no surprise to school leaders, whose lives are filled with difficult ethical dilemmas. Educators experience such dilemmas on a daily basis, says William Greenfield (1991).

Greenfield notes that school leaders face a unique set of ethical demands. Schools are moral institutions, designed to promote social norms, and educators are moral agents who must often make decisions that favor one moral value over another.

III. RESEARCH QUESTION

The principal aim of the study is to ascertain the work ethics, values index and ethical leadership scale of the teaching and non-teaching personnel of Trece Martires City National High School – Conchu Annex.

Specifically, the study answered the following:

1. What is the profile of the respondents in terms of their position?
2. What are the respondent's index of human values?
3. What are the respondents' level of work ethics?
4. What are the respondents' ethical leadership scale?
5. What suggestions/recommendations can be drawn from the results of the study?

IV. SCOPE AND LIMITATION

The respondents of the study were the teaching and non-teaching personnel of Trece Martires City National High School – Conchu Annex.

V. METHODOLOGY AND RESEARCH DESIGN

The descriptive method of research was utilized. The reason for using this method is the fact that the study dealt with the assessment of the human values orientation, work ethics and ethical leadership. The respondents of the study were the 19 teaching and non-teaching personnel of Trece Martires City National High School – Conchu Annex.

Scale Used in the Study (Likert Scale)

Scale	Range	Verbal Interpretation
1	1.00 – 1.80	Very High
2	1.81 – 2.60	High
3	2.61 – 3.40	Moderate
4	3.41 – 4.20	Low
5	4.21 – 5.00	Very Low

To assess the level of human values orientation, work ethics and ethical leadership in Trece Martires City National High School – Conchu Annex, the researcher used a standardized questionnaire with three parts; human values index, work ethics and ethical leadership. It was administered to the respondents as a measuring instrument in gathering the data.

To present, analyze and interpret the data of the study, the frequency, mean were used to determine the level of human values orientation, work ethics and ethical leadership as assessed. Mean is the sum of the scores in a distribution divided by the number of scores in the distribution. This usually refers to the arithmetic mean that is the commonly known average.

Frequency. This usually refers to the number of times the event occurred or the characteristics present in the study. A table of the raw data collected, including the frequencies, is called a frequency distribution.

Mean. This usually refers to average that is used to derive the central tendency of the data in question.

VI. RESULTS AND DISCUSSION

Problem 1. What is the profile of the respondents in terms of position?

Table I. Profile

Position	Frequency	Percentage
Teacher I	18	94.74%
Teacher II	0	0%
Teacher III	0	0%
School Head	1	5.26%
Total	19	100%

Table I shows profile of teaching and non – teaching personnel of Trece Martires City National High School – Conchu Annex in terms of their position. Findings shows that 18 or 94.74% of the respondents are Teacher I and 1 or 5.26% of the respondents is the School Head.

Problem 2. What are the respondent's index of human values?

Table II. Human Values Scale

Number	Indicator	Weighted Mean	Interpretation
1	Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	1.21	Very High Human Values Orientation
2	It is important to her to be rich. She wants to have a lot of money and expensive things.	4.11	Low Human Values Orientation
3	She thinks it is important that every person in the world be treated equally. She believes everyone should have equal opportunities in life.	1.53	Very High Human Values Orientation
4	It's very important to her to show her abilities. She wants people to admire what she does.	1.53	Very High Human Values Orientation
5	It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	1.26	Very High Human Values Orientation
6	She likes surprises and is always looking for new things to do. She thinks it is important to do lots of different things in life.	1.47	Very High Human Values Orientation
7	She believes that people should do what they're told. She thinks people should follow rules at all times, even when no-one is watching.	1.95	High Human Values Orientation
8	It is important to her to listen to people who are different from her. Even when she disagrees with them, she still wants to understand them.	2.47	High Human Values Orientation
9	It is important to her to be humble and modest. She tries not to draw attention to herself.	1.79	Very High Human Values Orientation
10	Having a good time is important to her. She likes to "spoil" herself.	3.21	Moderate Human Values Orientation
11	It is important to her to make her own decisions about what she does. She likes to be free and not depend on others.	1.47	Very High Human Values Orientation
12	It's very important to her to help the people around her. She wants to care for their well-being.	1.63	Very High Human Values Orientation
13	Being very successful is important to her. She hopes people will recognize her achievements.	1.37	Very High Human Values Orientation
14	It is important to her that the government insure her safety against all threats. She wants the state to be strong so it can defend its citizens.	2.05	High Human Values Orientation
15	She looks for adventures and likes to take risks. She wants to have an exciting life.	1.37	Very High Human Values Orientation
16	It is important to her always to behave properly. She wants to avoid doing anything people would say is wrong.	1.68	Very High Human Values Orientation
17	It is important to her to be in charge and tell others what to do. She wants people to do what she says.	2.47	High Human Values Orientation

18	It is important to her to be loyal to her friends. She wants to devote herself to people close to her.	1.53	Very High Human Values Orientation
19	She strongly believes that people should care for nature. Looking after the environment is important to her.	1.37	Very High Human Values Orientation
20	Tradition is important to her. She tries to follow the customs handed down by her religion or her family.	1.79	Very High Human Values Orientation
21	She seeks every chance she can to have fun. It is important to her to do things that give her pleasure.	2.16	High Human Values Orientation
Total		1.88	High Human Values Orientation

Table II shows the human values orientation of the teaching and non – teaching personnel of Trece Martires City National High School – Conchu Annex. Results shows that teaching and non – teaching personnel have a high human values orientation with a mean of **1.82**.

Problem 3. What are the respondents' level of work ethics?

Table III. Work Ethics

Number	Indicator	Weighted Mean	Interpretation
1	If I don't understand the reason for a policy, I ask my supervisor to explain it to me.	1.26	Very High Work Ethics
2	If I think that a company policy is stupid, I will ignore it if I won't get caught.	2.11	High Work Ethics
3	I will follow company policies and procedures even if I don't agree with them.	1.32	Very High Work Ethics
4	Policies are like rules; they are made to be broken.	1.37	Very High Work Ethics
5	I follow company policies when it suits me.	1.16	Very High Work Ethics
6	All company policies were created for a reason.	1.16	Very High Work Ethics
7	I take a lot of pride in not missing work needlessly and being at work on time.	1.11	Very High Work Ethics
8	If a person is late for work, it should not cause a problem for them if they are willing to stay late and make up the time.	1.11	Very High Work Ethics
9	If I want to take a day off occasionally for rest, relaxation, or recreation, I think it's OK to call in sick.	2.37	High Work Ethics
10	I go to work even when I don't feel well.	1.11	Very High Work Ethics
11	Cooperation and teamwork sometimes requires me to do more than my fair share of the work.	1.26	Very High Work Ethics
12	Cooperation includes doing things that I would rather not do.	1.47	Very High Work Ethics
13	Teamwork requires working together to achieve common goals.	1.16	Very High Work Ethics
14	Cooperation and Teamwork include speaking up when I think we are making a mistake.	1.42	Very High Work Ethics
15	I will compromise my opinion sometimes for the benefit of the team.	1.26	Very High Work Ethics

16	"White lies" are acceptable if the truth would cause damage to the business.	1.37	Very High Work Ethics
17	I would not tell the truth if one of my friends would be fired because of my answer.	1.21	Very High Work Ethics
18	Good work ethics include the willingness to do the right thing.	1.05	Very High Work Ethics
19	I would overlook "shady" business practices if they were not illegal and it would put money in my pocket.	1.53	Very High Work Ethics
20	I don't concern myself with work safety rules; I know how to work safely.	1.26	Very High Work Ethics
21	A clean workplace insures that the workplace is safe.	1.21	Very High Work Ethics
22	An unsafe workplace can cost me money.	1.26	Very High Work Ethics
23	When I see an unsafe condition in my work area, I report it to my supervisor immediately.	1.74	Very High Work Ethics
24	When I see an unsafe condition in someone else's work area, I leave it up to them to report it to their supervisor.	1.32	Very High Work Ethics
25	The cost of on-the-job accidents greatly exceeds actual medical costs.	1.26	Very High Work Ethics
26	Safety is everybody's business.	1.16	Very High Work Ethics
27	I take a lot of pride in the quality of work that I complete.	1.32	Very High Work Ethics
28	Attention to detail is very important in any line of work.	1.26	Very High Work Ethics
29	It takes less time to do the job correctly the first time than to have to do it over.	1.21	Very High Work Ethics
30	Productivity includes the quality of the work, not just the quantity of the work.	1.68	Very High Work Ethics
31	A certain amount of material is always wasted in the production process; therefore, employees have no responsibility for wasted materials.	2.00	High Work Ethics
32	If I borrow a tool, I clean it and return it as soon as I am finished with it.	1.37	Very High Work Ethics
33	I don't concern myself with wasted materials.	1.21	Very High Work Ethics
34	Improper use of tools and machinery can create an unsafe workplace.	1.16	Very High Work Ethics
35	The cost to rework a defective item directly affects my paycheck.	1.89	High Work Ethics
36	Proper training is the key to proper use of tools and machinery.	1.11	Very High Work Ethics
37	I do not always follow directions if I know a better or easier way.	1.89	High Work Ethics
38	The ability and willingness to follow directions is important to any kind of work.	1.16	Very High Work Ethics
39	Good work ethics include being willing to do what I am asked to do even if I don't want to.	1.21	Very High Work Ethics
Total		1.37	Very High Work Ethics

Table 3 shows the work ethics of the teaching and non – teaching personnel of Trece Martires City National High School – Conchu Annex. Results shows that teaching and non – teaching personnel have a very high human work ethics with a mean of **1.37**.

Problem 4. What are the respondents' ethical leadership scale?

Table IV. Ethical Leadership

Number	Indicator	Weighted Mean	Interpretation
1	Accepts his faults.	1.21	Very High Ethical Leadership
2	Doesn't demonstrate selfish behaviors.	1.32	Very High Ethical Leadership
3	Behaves justly his staff/colleagues/students.	1.26	Very High Ethical Leadership
4	Participates in discussions constructively and tactfully.	1.21	Very High Ethical Leadership
5	Is patient.	1.21	Very High Ethical Leadership
6	Is humble.	1.26	Very High Ethical Leadership
7	Behaves equally to everyone.	1.37	Very High Ethical Leadership
8	Behaves kindly to all his staff/colleagues/students.	1.42	Very High Ethical Leadership
9	Behaves passionately to all his staff/colleagues/students.	1.21	Very High Ethical Leadership
10	Shows respect to others.	1.42	Very High Ethical Leadership
11	Isn't seditious among teachers.	1.32	Very High Ethical Leadership
12	Is compassionate.	1.32	Very High Ethical Leadership
13	Behaves sincerely to his staff/colleagues/students.	1.53	Very High Ethical Leadership
14	Doesn't judge his staff because of their personal characteristics.	1.32	Very High Ethical Leadership
15	Has a feeling of gratitude for the services around him.	1.21	Very High Ethical Leadership
16	Encourages his staff/colleagues/students.	1.21	Very High Ethical Leadership
17	Tries to propagate his own ideas through an approach based on love.	1.05	Very High Ethical Leadership
18	Determines concrete objectives for the future.	1.05	Very High Ethical Leadership
19	Is willing to learn.	1.16	Very High Ethical Leadership

20	Accepts the different ideas of his staff/colleagues/students.	1.16	Very High Ethical Leadership
21	Rewards the achievements of his staff/colleagues/students justly.	1.05	Very High Ethical Leadership
22	Establishes the rules of the school accurately.	1.16	Very High Ethical Leadership
23	Creates free environment for discussion.	1.32	Very High Ethical Leadership
24	Strives to increase his professional efficiency.	1.58	Very High Ethical Leadership
25	Carries out his duty with a sense of responsibility.	1.21	Very High Ethical Leadership
26	Creates the appropriate environment to reveal the creativity of his staff/colleagues/students.	1.11	Very High Ethical Leadership
27	Is systematic in finding solutions.	1.11	Very High Ethical Leadership
28	Never tries to take advantage of political issues.	1.32	Very High Ethical Leadership
29	Never tries to take advantage of religious issues.	1.21	Very High Ethical Leadership
30	Never tries to take advantage of fiscal matters.	1.37	Very High Ethical Leadership
31	Carries out his duties with honesty.	1.05	Very High Ethical Leadership
32	Applies the common decisions efficiently.	1.37	Very High Ethical Leadership
33	Determines the limits in school matters.	1.16	Very High Ethical Leadership
34	Doesn't have negative habits.	1.11	Very High Ethical Leadership
35	Knows the limits of his deeds.	1.58	Very High Ethical Leadership
36	Can self-evaluate.	1.63	Very High Ethical Leadership
37	Is honest.	1.11	Very High Ethical Leadership
38	Behaves honestly.	1.42	Very High Ethical Leadership
39	Behaves courageously.	1.42	Very High Ethical Leadership
40	Always tells the truth in all conditions.	1.26	Very High Ethical Leadership
41	Is knowledgeable.	1.32	Very High Ethical Leadership
42	Acts upon the principle of reality.	1.05	Very High Ethical Leadership

43	Protects individual rights.	1.16	Very High Ethical Leadership
44	Respects the values of the society.	1.21	Very High Ethical Leadership
Total		1.26	Very High Ethical Leadership

Table IV shows the ethical leadership scale of the teaching and non – teaching personnel of Trece Martires City National High School – Conchu Annex. Results shows that teaching and non – teaching personnel have a very high ethical leadership with a mean of **1.26**.

Problem 5. What suggestions/recommendations can be drawn from the results of the study?

As an output of this study, a proposed seminar or retreat for teaching and non – teaching personnel of Trece Martires City National High School – Conchu Annex is hereby presented by the researcher. Based from the findings of the study, the proposed seminar or retreat will focus on supporting and enhancing human values orientation, work ethics and ethical leadership of the school personnel.

VII. CONCLUSION AND RECOMMENDATION

In the light of the foregoing findings, the study showed that the teaching and non– teaching personnel of Trece Martires City National High School – Conchu Annex have a high human values orientation, very high work ethics index and very high ethical leadership.

The study recommends that the school personnel should make the improvement on human values orientation by doing seminars, retreat and open forum. A similar study should be conducted every year in order to assess the human values, work ethics and ethical leadership of school personnel annually.

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