The Ethical Standard and Work Values of Senior High School Teachers in Libertad National High School, Surallah, South Cotabato

Jhera May F. Obando[*]

Teacher II, Libertad National High School, Surallah South Cotabato, Philippines

Abstract—**This paper presents a study on the ethical standard and work values of senior high school teachers in Libertad National High School, Surallah, South Cotabato.**

Index Terms—**Ethical Standard, Work Values.**

1. Background and Rationale of the Study

A. Background of the Study

Work values occupy a specific domain within the context of the teachers' lives. They govern the importance placed on work and work-related aspects by individuals and groups of people, within the context of the entirety of their lives (Ralston et al., 2008). Investigation on work values indicates that such values are derived from the same basic value systems which guide individuals through the various facets of their lives. In this sense, they are a specific subset of general life values; and so, are influenced by intrinsic and extrinsic factors. The literature contends that factors such as demographics, nationality, organizations and occupation have a strong impact on work values (Patterson, 2011).

Understanding values is fundamental to understanding the meaning that individuals place on work. This is especially so when attempting to understand the importance the domain of work has in individual's lives. In the area of organizational research, the construct of 'values' has been examined in relation to arrange of work-related concepts, including: attitudes, satisfaction; employee turnover, decision-making, organizational fit, motivation, career choice, organizational commitment, team dynamics, and, organizational citizenship behavior (Feather & Rauter, 2004). From such studies, has emerged the notion of 'work values' and the understanding that such values are relevant and important to an individual's work and working life.

On the other hand, ethics is reflecting a more humane standard of fairness and justice; in other words, a leader who will understand and adapt to the needs and motives of his or her followers. They often possess qualities that revolve around values, ethics, emotions and long-term goals and use a charismatic, visionary and persuasive style of leadership that involves motivation and inspiration. Proficient leaders treat leadership as a process between leaders and followers, presents a broader view of leadership that augments other leadership models, it places a strong emphasis on followers' needs, values, and morals, and it has overall been approved as an effective form of leadership (Northouse, 2016).

Similarly, the ethics of educators' service engagement needs to come to the forefront of teaching work. Moral community service commitment involves working to high ethical standards and so how teachers go about engagement is vitally important. One of them is always respecting the right of every student regardless of the offense they have committed unless it is necessary to use disciplinary action. Like many ethical issues, there are also grey spots, where different people will have different positions. Strongly related to the question of enthusiasm, is a question about whose interests are being served. As observed, with ethical issues, there are many grey areas and there won't always be clear-cut answers. It can help to think about a continuum with one end being where the main focus is the interests of the organization and the other end being where the main focus is the interests of the students (Stuart, 2013).

An Ethic of Service includes the way teachers' come up to teaching work, including the philosophy, motivations, and understanding of the intended outcome of the work. Helpful and ethical engagement recognizes the diversity of students, and learns from the communities themselves how they are defined and conceptualized, what the community means to its various members. An effective partnership relies on parties building trust and respect. For the education engagement to be effective, teachers must have dedication to work alongside the community in educating the students, and requires building relationships with community leaders and members (Sherzoi, 2018).

There seemed to be a dearth of literature and study concerning ethical standard and work values of senior high school teachers within the context of Libertad National High School, prompting the proponent to attempt to fill the existing gap, particularly in the area of seeing teaching as an important endeavor in the light of applying good moral values and righteous actions as educators, determining the baseline data

---
*Corresponding author: jhera0808@gmail.com

relative to the ethical standard and work values of senior high school teachers.

B. Statement of the Problem

The study aimed to know the ethical standard and work values of senior high school teachers.

Specifically, it answered the following questions:
1. What is the level of ethical standard of senior high school teachers in terms of:
   1. Personal Ethics; and
   2. Organizational Ethics?
2. What is the level of work values of senior high school teachers in terms of:
   1. Creativity;
   2. Management;
   3. Achievement;
   4. Surroundings;
   5. Supervisory Relations;
   6. Way of Life;
   7. Security;
   8. Associates;
   9. Aesthetics;
   10. Prestige;
   11. Independence;
   12. Variety;
   13. Economic Return;
   14. Altruism (unselfishness); and
   15. Intellectual Stimulation
3. Is there a relationship between the ethical standard and work values of senior high school teachers?

C. Significance of the Study

The study will be significant to the following:

Administrators of the Department of Education. The outcome of the study may provide relevant data to the administrators of the Department of Education stirring them to provide ethical standard workshop seminars within the context of today's technological society and how they would be reoriented concerning their work values, particularly the relevance of their profession in the development of the society.

School Principals. Results of the study will provide a basis for the school principal to formulate a contemporary definition of ethical standard based on the accepted norms of the society in today's context as well as redefining work values as the utmost core of teaching profession.

Senior High School Teachers. The findings of the study will be the basis of the senior high school teachers to adopt their own standard of ethics that would radiate fairness and justice in their dealings with the school community as well as the stakeholders in the community and convey the relevance of their profession as a way of uplifting work values.

MSU-Graduate School. The outcome of the study may provide relevant data to Mindanao State University- Graduate School administrators, this may be their basis as they initiate on performing ethical responsibilities and commitment in line to their role and work values, in making ethical decisions and actions that will be applicable to their field on today's setting.

Future Researchers. The findings of the study may be the basis of the future researchers to pursue similar study, particularly factors influencing educators to deviate from ethical standard of the teachers.

The Researcher. The findings of the study may be the basis of the researcher as a guiding principle for professional judgment, perspective and actions while identifying the values, knowledge and skills that can help encourage ethical decisions and responsibilities.

D. Hypothesis

The formulated null hypothesis was tested at the level of significance of 0.05 stated as follow:

H_{01}: There is no relationship between the ethical standard on the work values of senior high school teachers.

H_{02}: No domain of ethical standard has a relationship with the work values of senior high school teachers.

E. Scope and Delimitations

The study was in Libertad National High School, Surallah, South Cotabato. It was delimited to the ethical standard and work values of senior high school teachers. The study was conducted during the month of May 2023.

2. Review of Related Literature and Studies

This section presents the related literatures and theories discussing the topic at hand providing various perspectives excerpted from varying reliable sources.

A. Ethical Standard

Leaning on philosophical approaches to normative ethics, empirically oriented educational research has yielded three key conceptions of teachers' ethical ways of thinking. This part attempts to describe plausible, though not fully sufficient ways of thinking about ethical concerns, and thus to uncover the hidden structure of moral dilemmas. Frequent to these approaches is the assumption that teachers, being moral agents in positions of authority over their students, are expected to critically reflect upon their practices and analyze their moral and political implications (Husu&Tirri, 2003).

Teachers' decisions or behavior are judged as moral (or immoral) if they fit (or contradict) their explicit and implicit duties with respect to individuals or social institutions. As an example, teachers' behavior is judged moral if it meets their obligation to grant students the universal right to education. Significantly, teachers' duties and obligations are determined by a-priori rules and principles of behavior rather than by evaluating the results of their actions (Husu&Tirri, 2003). To put it another way, teachers are expected to do certain things because they are right (or refrain from doing them because they are wrong) independently of whether or not they produce benefits or good consequences. One example, adherence to principles of academic integrity, such as honesty or open-mindedness, is valued in itself though it leads to negative consequences (being expelled from school)(Carr, 2005).

Conversely, an act that brings about a definite benefit may nevertheless be judged unethical if it was achieved by "wrong"

means, for example, if learning was achieved by means of cheating and plagiarism. However, it can be possible, to distinguish between contingent (local) duties, limited to specific circumstances, such as deferring to one's superiors or transmitting national values, and categorical or universal (global) duties, such as the promotion of intellectual freedom and the treatment of students with respect, irrespective of class, color or creed. The latter must be carried out consistently across nations, regardless of specific circumstances (Carr, 2006).

The study of ethics in teaching has focused mainly on the moral values that may guide educational practices and that underlie teachers' dilemmas. Minimal emphasis has been placed on examining how to convey ethical principles and codes of behavior that define teacher's role. So an ethical code would establish knowledge, competence, and conduct criteria, and how to make reasoned judgments in the framework of teaching as a credentialed profession. The above neglect is surprising specified that moral considerations are so pervasive in teaching. Teacher's role, after all, includes nurturing many aspects of children's welfare (such as independence, respect, decency, and trust), transmitting culture, preparing for civic life, and providing significance to life, all of which involve ethical issues and dilemmas (Brookhart, 2004).

Unlike institutionalized professions, such as medicine or social work (Landau & Osmo, 2003), the teaching profession does not have a formalized community or a shared code of ethics that examines common ethical issues and problems and specifies explicit standards of proper action. Nonetheless, several attempts have been made to specify general and context-specific ethics codes that underlie teaching practices (Airasian, 2005) and that are commonly found in other professions (Nickols &Belliston, 2001).

Ethics codes for teaching have also been examined in more specific educational contexts (Airasian, 2005). In a recent study Green et al. (2006), in an effort to consolidate shared views on teaching ethics, examined to what extent educators agree on the ethical principles governing the evaluation of students. It was identified that there two principles that seem to capture important parts of the classroom evaluation. First is the principle of "doing no harm" (or non-maleficent values), aimed at protecting the rights of students who are affected by evaluation. This includes values such as confidentiality, the requirement to provide a written policy about how grades are calculated, and the requirement to serve the needs of students and to treat them with respect "as thinkers and as people with lives and interests and thoughts.

The second principle is to avoid score pollution. Test scores should represent the learners' actual knowledge and not be polluted by irrelevant factors such as unconscious preference for certain students (bias issue) or retaliation for behavioral problems or late work (grading practices).These lack of an agreed-upon ethics code, aside from being indicative of the status of teaching as a semi-profession, is likely to evoke "ambiguities of judgment and appraisal within teachers' perceptions of, and responses to (moral) dilemmas of practice" (Ball & Wilson, 1996).

Issues regarding the ethics of teaching have occupied education scholars primarily in the philosophical-normative tradition. Investigations have aimed at determining the ought, seeking validation and justification of the ethical values which should guide teachers' practice. Empirically-oriented research on teachers' ethics follows the normative tradition but looks for correspondence between normative assumptions and empirical reality. This examines those ethical values that are actually adopted by teachers, educators' beliefs about these values in various situations, and the motives underlying ethical behavior (Husu&Tirri, 2001). Consequently, despite the conceptual and methodological differences between philosophical normative and empirically oriented studies of teaching ethics, these two research traditions have often developed in parallel ways (Tirri, 1999).

Ethics are self-regulatory rules for making decisions and defining professions that help in the smooth running of day-to-day activities. Through adopting ethical guidelines, professional societies maintain the integrity of their vocations, explain employees' expected behavior, and protect the welfare of subjects and clients (Shamoo & Resnik, 2009). Work ethics has become an appealing issue in leadership and even in business in general because of its significance in evaluating employee behavior and performance as well as its value for organizational performance (Schminke, Ambrose, & Neubaum, 2005).

A principled culture and ethical norms regulate employees' long-term conduct. These are principles of justice, honesty, confidentiality and privacy, and self-control that increase workers' commitment, motivation, and satisfaction (Heskett, et al., 2008; Ferrell, et al., 2012).

While the common ethical approaches provide a parsimonious, and to some extent even simple framework for analyzing teachers' ethical judgments and decision-making, ethics is more complex and ambiguous. Moral behavior involves a complex process of decision-making in a world that is endlessly explainable, and in which discrepancies and conflicts often arise between the various moral values that are relevant to the classroom. Accordingly, only rarely is there a final or definite solution to an ethical dilemma (Buzzelli & Johnston, 2001). Ambiguity and complexity of moral judgment and appraisal is probably amplified by the absence of a consolidated professional ethics code in the teaching profession (Ball & Wilson, 1996).

Work ethics or ethical standards are used by various professions to maintain public trust and guide practitioners on how to carry out their professional responsibilities. Based on the studies, professional ethics is critical in making human relationships sacred, worthy, fruitful, and productive (Jayamma & Sumangala, 2012).

Because professional ethics and values lead several aspects of teachers' professional practices (Bullough, 2011; Campbell, 2008; Hansen, 2001), Teachers must enhance their knowledge of ethics to maintain professional standards in teaching and conduct research, monitor, and navigate ethical behavior among students (Kruea-In & Kruea-In, 2015). Educators' ethical behaviors are significant in terms of being role models in societal structure and for the continuity of the reputation of

the teaching profession (Korkko, Kyro-Ammala, & Turunen, 2016), because teachers educate students with not only knowledge and proficiency, but also values such as justice, equality, and discrimination (Bergman, 2013). Educators' ethical practices are critical in terms of serving as role models in society and developing the credibility of the teaching profession (Korkko, Kyro-Ammala, & Turunen, 2016)

Ethics can be defined as a field that investigates the moral accuracy of an individual's behavior as well as the values and norms that underpin these behaviors. Based on the definition, ethics encompasses all of the values and moral principles that determine what is right and wrong and establish universal criteria in this particular respect (Cevizci, 2002).

Individuals who provide average of instruction and education, particularly teachers, are expected to hold ethical beliefs in order to convey these values to students through education. To put it another way, rather than curriculum content, teachers bear the most significant responsibility for ethical education (Revell & Arthur, 2007).

Teachers are expected to be fair to all of their students and to not use their position to their advantage in any customs. In Bangladesh, a teacher can't take expensive gifts from students because it can appear to bias. Teachers can't press their personal opinions on students since they are a "captive audience". Teachers must maintain a professional relationship with all students and avoid becoming too friendly or acquainted. It appears to be a significant amount of abuse occurring in the school. Teachers need to safeguard his/her students' safety and not believe that this is somebody else's responsibility. The main thing is not to misuse the authority that the position, over the students, might give the teacher (Mahbuba Sultana, 2014).

Teachers, according to Ye and Law (2019), must adhere to certain ethical and moral standards. People raised as teachers in China are taught ethical standards such as love, respect, and treating their students as if they were their own children, and they are expected to adopt them when they choose to become teachers. Soon-to-be teachers believe that teachers should share certain characteristics, even if they come from various parts of the world.

According to the Ministry of Education (MOE 2012), the ethical dimensions of teaching in China contain four components. Primarily, teachers must have a positive political attitude and connect with their work. Next, they should be in charge of students' moral development and learning. Then, instructors should have a positive attitude and be compassionate and lastly, they should collaborate with colleagues and parents to make a major contribution to the students' growth. Relationship of teachers with their colleagues and parents are critical ethical concerns. Though, it has been discovered that, in practice, Chinese teachers place a high value on information and methods relating to their specialized disciplines, yet they rarely have autonomy in their work and tend to submit to government mandates and restrictions (Lo et al., 2013).

When teacher's behavior is believable, ethical, and centered on the care and well-being of learners, it has the most impact in the workplace and the learning environment. In Canada, the Supreme Court found in a case brought before it that "teachers are very appropriately expected to maintain a higher standard of conduct than other professionals since they occupy such an incredibly significant position in society." Inside and outside of the classroom, teachers are supposed to be positive role models. This article examines the evolution of both the Standards of Practice and the Ethical Standards for the teaching profession in Ontario schools. (Nuland, 2006)

According to Wynne (1995; cited in Bergman, 2013), teachers should be experts in ethics because they will be faced with ethical events throughout their professional lives. Educators who are unsure of how to respond ethically will not teach ethics and will not set a good example to students (Gokçe, 2013).

Caetano and Silva (2009) noted in their research that scope are vital in our school curriculum and various legal documents, both with regard to the student and teacher and as well as significant for professional performance. Ethical issues are related to social, spiritual, moral and civic ideals. It is the teacher's responsibility to guide students in the correct direction in order to raise their morale.

In a comparative study about Teacher codes of practice in Bangladesh, India (Uttar Pradesh) and Nepal, teachers are regarded as key actors in any overall education transformation process in any country. Improving teacher quality is consequently critical in attempts to ensure the equity, quality, and efficiency of educational outcomes. Teacher quality encompasses more than just academic qualifications and training status; it also involves the teacher's professionalism and ethical behavior. Other factor of teacher efficacy is critical because it has broader implications for maintaining fairness, quality, and efficiency in education (KhandelwalK & Biswal, 2006).

Countries such as Bangladesh, Nepal, and India put in place the necessary institutional frameworks to ensure better administration of public services, encourage ethical behavior among public officials, to combat corruption. One of the activities done in Bangladesh, Nepal, and India to empower teachers (including encouraging desirable norms of behavior among teachers) and assist effective management of education is the development of a set of codes of practice for teachers (KhandelwalK & Biswal, 2006).

The fact that educators think critically about their own ethical views and attitudes should also be highlighted as a sign of professionalism. Training future teachers is one of the most significant parts of adding ethical education into teacher education programs (Truscott & Crook, 2016).

The professional standards method is also advantageous because society's expectations of teachers are built on what is required of all members of society. Laws, as well as codes of ethics and standards of conduct for teachers, are deontological and teleological in nature. Based on deontology, proper actions are those that arise from duties that any rational being would desire to be universal. This obligates us to treat people with respect in accordance with acknowledged ethical duties of autonomy, care, trust, and community building (Truscott & Crook, 2016).

Professional ethics is described as the actions of a

professional. It is also vital for the teaching profession to follow the rules that a professional must scrutinize, because professional ethics and principles guide teachers' professional approaches in varying and numerous ways (Bullough, 2011; Campbell, 2008; Hansen, 2001).

Training future instructors as discussion leaders who understand not just how to conduct class debates but also how to inspire learners to engage in different discussions (Maruyama & Ueno, 2010). Education can be considered an investment of moral values at the core of teachers' curriculum knowledge (Bullough, 2011). Other members of the society also expect teachers to make judgments in the interests of the public (Starratt, 2007), and teachers' activities are assumed to be motivated by a desire for moral excellence (Shapira-Lishchinsky, 2013).

In other words, an ideal teacher not only needs to possess personal-verbal characteristics such as the capacity to develop strong relationships with others while working as part of a group, but should also possess nonverbal characteristics as well as the ability to make ethical decisions under tough, complex, or changeable circumstances (Nevin, Thousant, & Villa, 2009).

In Japan, the Japanese teacher training system, which has been rebuilt in line with Confucian philosophy, emphasizes the value of teachers' professional self-development based on lifelong learning. As a result, it appears necessary to improve teachers' moral foundations and ideals. In other words, the value system that underpins Confucian philosophy and ethical ideals motivate educators in terms of self-development in order to adapt to an ever-changing and developing world (Levent & Karsantik, 2018). For this reason, rather than becoming tied to Western pedagogical theories, the Japanese teacher system of education retained grounded on traditional Japanese culture and Confucianism (Arimoto, 2004). Confucianism's ideals are based on the values of humanism, righteousness, appropriateness, knowledge, harmony, and respect for others. Educational experience of Japan is critical for analytical research. Japanese education system aspires not only to improve students' cerebral capabilities, but also to impart collective ethical ideals, meritocratic progress, and social harmony (Levent & Karsantik, 2018).

Japan has a structure that values the personality of teachers. As a result, teachers must first enhance the quality of their own personalities before they can increase the quality of their learners' personalities (Rao, 2013).

Individuals' ethical behavior improves the capability of honesty, integrity, motivation, and harmony among all staff. Nowadays, most institutions prioritize the adoption of ethical standards and ethical norms as a vital component of professional ethics (Bulog & Granþiü, 2017).

Developing an ethical atmosphere is a significant strategic priority for any institution, and it will result in tremendous benefits. In addition, maintaining strong ethics means consistently abiding to the norms of good moral practice. Organizations are continually striving for a better ethical environment inside their working culture. Base on the one research, an organization's ethical behavior increases production, efficiency, and effectiveness. (Hempel & Porges, 2004).

On the other hand, Burant, Chubbuck, and Whipp (2007) of the United States urged for an urgent moral refocus through programs for the development of teachers. The moral nature of teaching cannot be confounded with the information and abilities required for teaching, nor can it be easily separated from them. Moral is constantly in play in life, as we have learned throughout the ages but also sometimes neglected.

The complexity of the classroom environment—its immediacy and ever-changing activities—makes demands on instructors that disclose their orientation to their profession in a multitude of everyday behaviors, whether consciously or unintentionally.

Because of this seamless relationship, intentional attention to pre-service teachers' moral formation is critical (Burant et al., 2007). This point of view is supported by Campbell (2008). Campbell lamented that "teacher education neglects the teaching of ethics" and argued that more focus should be placed on moral and ethical education because educator training programs are "the initial place to acquaint new teachers with the moral dimensions of their chosen profession" (ibid, 2008).

According to one study, faculty currently spends less time with students. Days of professors and students communicating and discussing often and devoting themselves to teaching excellence are completely forgotten. Transformations in academia have posed significant problems to lecturers. For example, lecturers are now required to conduct not just teaching and academic supervision, but also research, consultancies, publishing, and social services. Stakeholders in educational institutions respect teaching because they believe that lecturers or academics should develop minds and values. We do, however, honor research and scientific publishing. Teaching appears to be secondary in the perspective of university administrators, professors and teachers. As a result, students may get dissatisfied when their teachers fail to meet their expectations (Ishrat Naaz, 2017).

The prevalence of global reports and research on teacher bad behavior, (Knoll, 2010; Shakeshaft, 2013) as well as in Africa (Prinsloo, 2006; Batweli, 2013) validate cases of teacher incompetence, absenteeism, student and parent abuse, and bad community relations. Educators have also been accused of exam cheating and other malpractices, undermining the legitimacy of the teaching profession and resulting in poor educational outcomes (Ishrat Naaz, 2017).

Present study emphasizes the importance of high teacher discipline and moral uprightness since teaching is a profession loaded with moral problems (Campbell, 2003; Carr, 2006). It is attributed to their job as a "moral person and moral professional moral educator, model, and exemplar whose aim is to educate students to a moral life" (Campbell, 2003). This increases the weight of their obligation. They are scrutinized in both their public and private lives for how well they adhere to prescribed dispositions or behaviors, obligations, lawful and ethical standards. (Brehm as cited in Creasy, 2015).

Since the 1990s, the ethical implications of education have been increasingly investigated (Campbell, 2008). Ethics, as both a belief and a practice, is linked to moral behavior or

character (Becker & Becker, 2001).

According to some researchers (e.g., Ball, 2003; Husu & Tirri, 2007), essential ethics of professional cooperation include instructors working with one another, supporting, motivating, and respecting one another, according to agreed-upon standards, and functioning as responsible members of the community. It is well acknowledged that educators' contributions to student engagement are strengthened when they are based on collaborative efforts to have a better knowledge of the ethical aspects of teaching (Little, 2003).

Earlier study attempts have mostly focused on instructors' ethical concerns for their students. Ethical concerns in interactions and collaboration with other community members, such as coworkers and parents, are an area in which more empirical research is needed (Campbell, 2009). In comparison to the amount of study on teachers' ethical issues concerning students, a very limited number of studies have dealt with the collegial components of teacher ethics, which are teachers' ethical concerns in their relationships with their colleagues, and even these have only indirectly explored teachers' ethical concerns under the topic of ethical problems. (e.g., Colnerud, 1997; Campbell, 2008; Husu, 2001). Teachers work hard, both as individuals and as members of the school community, to serve the best interests of their students (Tirri, 1999; Shapira-Lishchinsky, 2010; Husu & Tirri, 2003). Educators' ethical concerns may encompass both personal and professional considerations aspects (Sockett, 1993; Husu & Tirri, 2001). It has been discovered that in teachers' everyday practice, their encounters with moral dilemmas in their interactions with students, coworkers, and students' parents, as well as the solutions to these challenges, can affect their feeling of ethical effectiveness and ethical competence (Campbell, 2003; Colnerud, 1997; Tirri, 1999).

B. Work Values

Value is an enduring belief that a specific mode of conduct or end state of subsistence is personally or socially preferable to an opposite or converse mode of conduct. The definition suggests that values are either terminal or instrumental. It is indicated that these two different forms of values impact attitudes and behavior in different ways. So, it is noted that values are beliefs and personal standards that guide individuals to function in society" (Chen & Choi, 2008). In addition, values are abstract psychological constructs that inform such constructs as preferences, interests, attitudes, and decision-making. They are normative in this sense, indicating 'what ought to be', as guide and influence behavior (Cennamo & Gardner, 2008).

Work values is an evaluative standard relating to work or the work environment by which individuals discern what is 'right' or assess the importance of preferences. The definition aligns with the first concept of work values as an objective, either a psychological state, a relationship, or physical condition, that one seeks to attain. Its concept has been aligned with 'work needs' and 'work satisfaction (Feather & Rauter, 2004). Work values as generalized beliefs about the relative desirability of various aspects of work and work-related outcomes, cognitive

expressions of the various needs or goals that are addressed through one's work and working, including monetary security, social interaction, intellectual stimulation, status, esteem and self-actualization needs (Finegan, 2000).

As with general values, work values act as criteria individuals utilize in making and enacting work-related choices. The goals and behaviors are influenced by work values (Lyons, 2003). Earlier research shows that work values and general values are distinct but related concepts with work values are being derived from broader general values. It is contended that this is the case and in addition, that the work values are ordered hierarchically. This is not a novel consideration. In fact, it is acknowledged that individuals apply work values when making decisions about their working lives that the decisions made are in line with the importance individuals place on those work values (Lyons et al., 2010).

The work of Schein (2010) suggests that the hierarchical nature of values proffers dominance of some values over others and that in due course; the dominant values will become assumptions (individuals) or shared assumptions (group/culture). It is beyond the scope of this article to explore this idea of assumptions further, but in order to examine the notion of work values as being hierarchically ordered, it is useful to consider 'types of work values' or differences in work values (Smola, K., & Sutton, C. D., 2002).

Combs et al. (2012) explored the relationship between ethnicity and work values. They rationalized that ethnic identity would impact strongly on individual job attribute preferences. They noted that job attribute preferences were work values and defined them as "the degree to which people look for different qualities from their work. Their study utilized the job attribute preferences classification, comfort and security, competence and growth, and status and independence. Other studies acknowledged that 'job attributes can refer to a myriad of aspects related with work, for example they can include: rewards, autonomy, opportunity for advancement, working environment, the opportunity for interaction with others (Konrad et al., 1999).

In Combs et al.'s research (2012), comfort and security emphasize regularity, routine, job security and working conditions; competence and growth related to job qualities such as affiliation, opportunity for interaction and social awareness; status and independence referred to opportunities for autonomy in one's work, high income, and preferences for central and prestigious positions that require supervising others rather than interacting with others. In their research, Combs et al. (2012) contended that job choice is influenced by the interaction of individuals' ethnicity with the process of creativity and continual interaction with others. They found that ethnic identity was more strongly related to competence and growth than to status and independence.

The finding suggests that ethnic identity is influential in job preferences. In addition, Combs et al. (2012) noted that collectivism and psychological capital are important mediators in the above relationships and suggested further research in this area. It was noted that collectivism referred to being part of a group; and psychological capital was characterized by the

elements of: self-efficacy, optimism, hope, and resilience. The work of Combs et al. (2012) indicates that a diverse labor market will result in outcomes based on differences in reasons for why people prefer certain jobs or job attributes. It is important for several reasons including its usefulness in or improving job satisfaction of employees or increasing representational diversity in work forces. More particularly, Van Steden et al. (2013) added that it recognizes that work values are a key driver in determining the behavior of individuals in the workplace and that managers need to be more mindful of the presence and pervasiveness of employees' work values.

Employees may develop knowledge and abilities while working for the majority of organizations (Zakaria, 2004). The same study also discovered that teachers' use of working values had a significant impact on their performance in the school (Mohd Noor, 2004; Azians, 2006). A study on Multinational Companies in Indonesia discovered a very stronger correlation between work culture, work productivity, and corporate performance indicators for multinational companies in Indonesia's manufacturing sector (Syahril & Ruhaizan, 2011). This productivity factor considers the importance of individual contributions to the institution's goal and vision (Abdullah, Ling & Hassan, 2018).

Rokeach describes values as "determinants of nearly all sorts of activity that may be called social behavior or social action, attitudes and ideology, self and other assessments, moral judgments and reasons, and attempts to influence others" (cited in Licata, 2007).

Teaching is said to be a challenging job. Aside from the time-consuming classroom preparations and the duty of dealing with a varied range of students (Woofter, 2019), teachers are also expected to engage in a variety of community activities and other extracurricular programs (Epstein, 2018). As a result, the numerous responsibilities that teachers must perform appear to be exhausting and tough. Values are not a person's ability to deal with life's pressures, expectations, and disappointments. Values are beliefs or ideals that guide how we live our lives (Beach, 2010; Zhang, 2021). They have a significant impact on how we approach work. Furthermore, values impact our actions and encourage us to work hard to maintain what we believe in or want to preserve (Hall, Yip, & Doiron, 2018).

These are straightforwardly described as very time-resistant and comprehensive task interpretation patterns (Arieli, Sagiv, & Roccas, 2020). Finally, work values convey our personal attachment to what we aim to achieve through our job and profession. Work values are views about certain aspects of work and its effects (Gallie, 2019).

Work values, like general values, serve as criteria for individuals when making and executing work-related decisions. Work values impact their aims and behaviors (Sagie & Elizur, 1996) with work values deriving from larger general values (George & Jones, 1997). It is argued here that this is the case, and that the work values are also organized hierarchically. This is hardly a fresh thought. Indeed, it is recognized that people use work values when making decisions regarding their working life (for example, job choices), and that such decisions are consistent with the priority people place on those work values (Lyons et al., 2010).

Work values, like general values, serve as the criterion by which one selects suitable work-related actions and goals (Lichtenstein, Lichtenstein, & Higgs, 2017). Many things have improved in today's fast-paced world, such as lifestyle, technology, and so on. These changes affect people's attitudes on communication and interaction with others. This can also have an impact on instructors' work values (Giray L.,2021).

Recognizing different forms of work values provides a tool for identifying the hierarchical ordering of these values in relation to the relative relevance of those values to workers and the potential of value trade-offs when making work decisions. Empirical research employing several forms of work values has offered some support for hierarchical work value ordering. For example, Lyons (2003) undertook "A study of generational ideals in life and work". He distributed a survey to 1196 Canadian knowledge workers. There were "substantial generational variations in nine of the 10 general life values assessed and in three of the six job values," according to the study. According to Lyons (2003), younger generations value qualities such as openness to change and self-improvement more than older generations. The elder generations, on the other hand, appreciate humanitarian work values more. He added that there is little evidence to support the prevalent perception that work ethic is declining among younger generations.

Work values have been linked to job satisfaction and motivation (Kamdron, 2005; Breaugh, Ritz, & Alfes, 2018), whereas others have seen a substantial link between increasing one's success worth and being proactive and taking initiative in one's life work (Söderlund, 2018; Soares & Mosquera, 2019).

The efficacy of the ubiquitous nature of work values is evident in a study by Uçanok (2008) where 1440 employees responded to an online questionnaire and indicated that differing work values influence the centrality of work in a person's life. It was found that individuals' perceptions of achieving his/her goals through work "affect the importance attached to the act of working" and that the 'predictive power' of work values depends on the centrality work assumes in the life of individuals. It was concluded that 'work-value congruence' is a key player in explaining individuals' predispositions and behaviors as the dynamics of work values interact, affect and determine beliefs, attitudes and motivations of workers.

The quoted literatures above provided a more comprehensive understanding of the study; it aided the researcher in determining the relationship of ethical standard on the work values of senior high school teachers.

C. Relationship of Ethical Standard and Work Values

Business ethics is a widely discussed and debated topic in today's corporate and academic spheres (Brown, Trevino, & Harrison, 2005). It involves the application of ethical values and principles to everyday business processes, behaviors, and policies. Ethical practices are expected from all employees within an organization, regardless of their position, level of responsibility, or scope of duties (Paliwal, 2006). According to

Peter F. Drucker (1981), ethics is non-negotiable, and there is a universal code of morality and ethical conduct that applies to everyone. Ethical behavior in business encompasses actions that are characterized by honesty, integrity, morality, and good management practices (Paliwal, 2006). These actions aim to generate profits for the business while upholding ethical standards.

In the process of developing ethical programs, it is crucial to assign the role of an ethics officer who will take the lead in implementing ethical practices throughout the organization. The ethics officer acts as a guide for ethical decision-making and encourages accountability and ownership of the ethical program among employees. Designing effective response and enforcement mechanisms, including the provision of rewards, is also the responsibility of the ethics officer. Additionally, the ethics officer plays a key role in investigating and imposing consequences for behaviors that do not align with the ethical program. Regular evaluation and potential redesign of the program sections are also part of the ethics officer's responsibilities (Paliwal, 2006).

Values, on the other hand, represent what individuals consider worthwhile or meritorious in a general sense. They are deeply ingrained beliefs and feelings that influence behavior and actions. Values serve as the foundation of a person's character, guiding their conduct and defining what they believe to be right. Values are shaped by various factors such as family, education, community, religion, and society (Paliwal, 2006). They are enduring and play a significant role in an individual's decision-making and actions.

Considering the importance of values and ethics, the implementation of ethical practices and programs in the corporate environment can present challenges. It is essential to involve all functions within the organization during the design process and ensure that policies are applicable to all employees, including aspects such as hiring, firing, and respect for employee privacy. Furthermore, organizations have responsibilities towards their employees, including fostering support, trust, and loyalty. Additionally, internal and external stakeholders who impact and are impacted by the organization must be considered, taking into account their interests and well-being when formulating ethical program policies and practices (Paliwal, 2006).

Work values are closely associated with work and work-related activities, while work ethics primarily refers to attitudes and beliefs rather than observable behavior (Miller et al., 2002; Ravangard et al., 2014). Research has indicated that attitudes have a significant impact on behavioral intent (Jafarkarimi, Saadatdoost, Sim & Hee, 2016). This aligns with the theory of reasoned action, which suggests that attitudes toward behavior, along with subjective norms, shape behavioral intent. Consequently, employees' work ethics can be seen as the overarching framework from which work values originate. These work values, in turn, can influence individuals' behavioral intent and potentially their actual behavior within the workplace.

Quesenberry et al. (2013), Richards, Gilbert, and Harris (2002), and Wittmer (2000) have identified a correlation between work ethics, which encompass ethical perception and the intention to engage in ethical behavior, and work values. These findings suggest that there is a relationship between an individual's ethical orientation and their underlying work values.

Badiou (2004) provides an explanation of ethics as the relationship between subjective action and its intentions in relation to a universal law. Saylan (2010) expressed ethics as "the sum of values that indicate what individuals should do and what they should not do" (Özdemir, 2015). Ethics encompasses moral criteria that individuals use to evaluate their own behavior and the behavior of others (Özdemir Çetinkaya and Hatipoğlu, 2019). These moral criteria play a significant role in determining proper behavior by guiding individuals' actions (Or et al., 2021). Kuçuradi (2003) describes ethics as a framework for responding to unpredictable situations encountered in daily life (Uğurlu and Sert, 2020). Ethics explores moral concepts such as values, norms, rules, right and wrong, good and bad, duties, and obligations, which form the foundation of individual and social relationships (Kızıl et al., 2015; Robbins and DeCenzo, 2007; Taş and Bulut, 2020).

Ethics functions as a system that organizes moral behaviors and regulates them within a legal structure, providing a controlling aspect for societies (Kaya, 2015). Ethical judgments guide human behavior by addressing questions of right and wrong, what constitutes excellence, what kind of life is considered good, and what is desirable or undesirable in order to comprehend the desired way of living (Burakgazi et al., 2020; Çiçek, 2017; Strike and Soltis, 2015; Stone, 2018). While ethics directs individual behavior, it also establishes new principles and rules (Özkeskin, 2013). Essentially, ethics delves into the motivations behind all actions and behaviors of individuals (Kızıl et al., 2015). To be examined from an ethical standpoint, the behavior of the individual must be conscious and morally grounded.

The concept of ethics is closely intertwined with the concept of value. Ethics encompasses a broad spectrum of values and ideals that we appreciate and strive to understand and apply in our daily lives (Berkeley and Ludlow, 2008). The concept of value, as explained by Güngör (1978), relates to the belief of something being desirable or undesirable (Güngör, 2018: 180). Value essentially represents the moral notion of what is considered "good." While ethics constitutes the fundamental concepts associated with human attitudes and behaviors, the term "value" is frequently used in conjunction with these concepts (Özkeskin, 2013; Yıldız and Dilmaç, 2013).

Schwartz (1994) defines values as principles that govern people's lives, serve as guiding rules, vary in significance, and direct conscious behaviors (Schwartz and Sagie, 2000). Values provide guidance for social attitudes and behaviors (Saunders et al., 2022) and create a belief in the importance of life, serving as a measure of the significance of one's activities (Abiogu et al., 2022).

Ethical practices are best exemplified through values such as honesty, responsibility, dignity, compassion, and justice. Foundational ethical values like love, respect, justice, and cooperation can be imparted to students through educational

institutions (Okanda et al., 2021; Temel, 2022). The embodiment of ethical practices is most effectively achieved through the embrace of values such as honesty, responsibility, dignity, compassion, and justice. Essential ethical values like love, respect, justice, and cooperation can be imparted to students within the educational setting of schools (Okanda et al., 2021; Temel, 2022).

Some common ethical values and principles that can be applied across professions include treating others with kindness, respect, and tolerance, striving for excellence in one's duties, practicing transparency and accountability, refraining from exploiting one's position for personal gain, prioritizing the public interest over personal interests, maintaining impartiality and fairness in all situations, being honest, showing empathy towards those who have been wronged, avoiding wastefulness, and preventing harm to public goods and others. These general ethical values and principles serve as a foundation that can be tailored to specific professional contexts (Fuertes, 2021; Rençber et al., 2021; Taşpınar et al., 2015).

In the recruitment process, institutions often include a requirement for new personnel to adhere to ethical standards as outlined in their contracts. Ethical codes serve as valuable tools for managers and supervisors when faced with ethical decision-making (Çiçek, 2017; Kayıkçı and Uygur, 2012). It is common for different professions to have their own specific ethical codes tailored to their unique contexts.

Some general ethical values and principles that can be applicable to all professions include treating others with kindness, respect, and tolerance; striving for excellence in performing one's duties; practicing transparency and accountability in one's work; refraining from exploiting one's position for personal gain; prioritizing the public interest over personal interests; maintaining impartiality and fairness in every situation; being fair to oneself and others; being honest; showing empathy towards those who have been wronged; avoiding extravagance and waste; refraining from causing harm to public goods and preventing harm caused by others. These general ethical values and principles provide a foundation that can be specified and adapted to the requirements of various professions (Fuertes, 2021; Rençber et al., 2021; Taşpınar et al., 2015).

In the field of teaching, teachers bear multiple responsibilities that necessitate making ethical decisions (Ward, 2020). Professional ethics serves as a guiding framework for teachers, enabling them to safeguard themselves and the stakeholders involved in ethical dilemmas. It also bestows upon teachers the responsibility of assisting students in effecting positive behavioral changes and fosters a deeper commitment in their interactions with students (Burakgazi et al., 2020).

Internationally recognized codes of ethics for teachers and the teaching profession encompass various principles, including professionalism, service, responsibility, fairness, equality, honesty, integrity, trust, respect, love, and professional dedication. These codes serve as a foundation for professional development in the teaching field (Bradley et al., 2020; Kaya, 2015).

D. Theoretical Framework

The study was anchored to Moral theory developed by Kant (1949). One simple way of defining moral theory or metaethics is as a field of moral philosophy that seeks to answer the most basic questions about the very nature of morality. However, this definition is not fully telling and requires further elaboration. The whole field of moral philosophy is divided into three levels: metaethics, normative ethics, and applied ethics. It is most meaningful to distinguish between the upper level and the lower two by saying that metaethics primarily deals with and questions the nature of morality (ethical issues of the second order), while normative and applicative ethics deals with its content (ethical issues of the first order), which also prevails in our everyday moral thoughts.

Theory and foundations are important components of any course which calls itself an ethics course. Of course, people want to present students with the ambiguities of applied ethics. Of course, people want to make them formulate and express their sincere moral convictions and to recognize the sincerity of those who hold different convictions. But without theory, without a serious engagement with the process of establishing a coherent set of moral beliefs and justifications; students are left either with unsupported codes or with dueling intuitions (Scales, 2005).
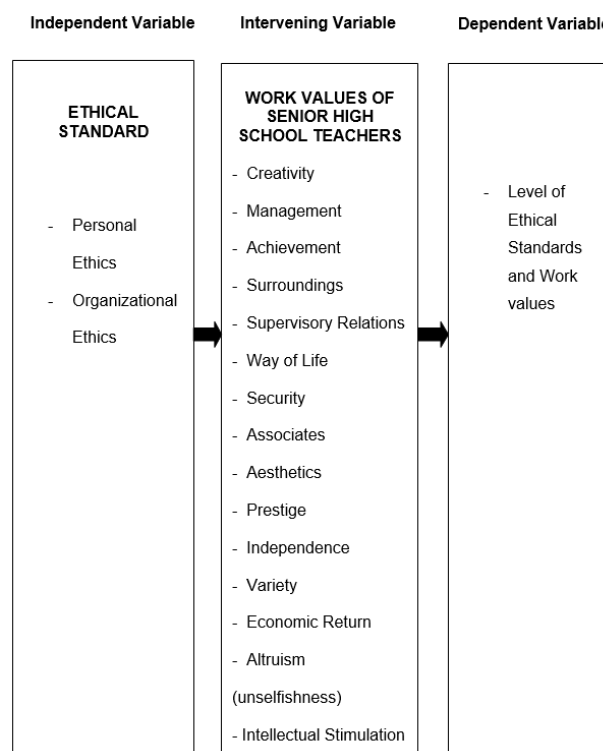

Fig. 1. The conceptual framework of the study

E. Conceptual Framework

Figure 1 shows the conceptual framework of the study consisting of the independent, intervening and dependent variable of the study. The independent variable is the ethical standard of senior high school teachers, which was gauged through personal ethics and organizational ethics. The

dependent variable is the work values of senior high school teachers, which was measured through the indicators creativity, management, achievement, surroundings, supervisory relations, way of life, security, associates, aesthetics, prestige, independence, variety, economic return, altruism (unselfishness), and intellectual stimulation.

F. Definition of Terms

The terms used in the study are defined conceptually and operationally as follows;

Ethical Standard. It points out to the principles of the senior high school teachers that will promote values such as trust, good behavior, fairness and/or kindness.

Ethical standards are critical for building trust and maintaining the confidence of clients, colleagues, and the public (American Psychological Association, 2021). It sets clear expectations for behavior and promotes responsible conduct in professional settings (National Association of Social Workers, 2017). Ethical standards ensure that individuals are treated fairly and impartially and that decisions are based on objective criteria rather than personal biases (International Federation of Accountants, 2018) and promote kindness and empathy by requiring individuals to consider the impact of their actions on others and to treat others with respect and compassion." (American Bar Association, 2021)

Work Values. It points out to the senior high school teachers' evaluative standard relating to work or the work environment by which they discern of what is 'right' or assess the importance of preferences.

Work values of teachers often include a dedication to student learning and success, a commitment to professionalism and ethical conduct, a desire for collaboration and teamwork, a focus on continuous improvement and lifelong learning, and a sense of purpose and fulfillment derived from making a positive impact on students' lives (OECD, 2019).

Professionalism involves adhering to high standards of ethical conduct, demonstrating competence, and maintaining a commitment to continuous improvement in teaching practices. (Texas Education Agency, 2020)

Personal Ethics. It points out to the senior high school teachers' views about what is right and wrong that directs their decisions both in and out of the workplace.

It is generally considered as the basic principles and values that govern interactions among individuals. It can also be used to describe a particular person's own, idiosyncratic principles or habits. Sound personal ethics are typically those that positively impact the experience of others when used to govern an individual's social or business related behavior, and at the very least, such ethics should not have a negative impact on others. Personal ethics can affect all areas of life, including family, finances and relationships. (Brahmbhatt, 2016).

Organizational Ethics. It points out to how an organization should appropriately respond to its internal and external environment. It encompasses a variety of norms and principles that govern the behavior on how the senior high school teachers should carry out their duties at work.

Brimmer (2007) emphasizes the importance of aligning business ethics with an organization's mission, vision, strategies, and goals to achieve an ideal ethical framework. By integrating ethical principles with social values, this alignment becomes relevant to defining relationships and meeting interpersonal expectations. Ethics as a practice goes beyond influencing organizational decision-making; it also profoundly impacts the overall organizational culture. The ultimate outcome is the establishment of an ethical organization where internal and external relationships are nurtured and strengthened. Such an organization consistently treats all parties involved, both directly and indirectly, in a fair and respectful manner, leading to the emergence of an ethical culture. Recognizing the potential of ethical practices integrated into everyday business operations, organizations have a significant opportunity to prioritize Corporate Social Responsibility (CSR). This approach places the welfare of employees and the benefits of all stakeholders at the forefront of leadership and management practices (Child, 2015).

Creativity. It points out to the vital skill set that can be a useful tool for the senior high school teachers to generate new ideas, increase productivity, and solve complex problems.

Teachers can infuse creativity into their teaching practices, including lesson planning, instructional strategies, and classroom management. Teachers who embrace and cultivate their own creativity can enhance student engagement, generate innovative ideas, and adapt to changing educational contexts (Runco, M. A., & Jaeger, G. J., 2012).

Management. It points out to the coordination and administration of duties of the senior high school teachers in order to attain a goal. These responsibilities include developing the overall performance and guiding efforts to achieve goals through the use of existing resources.

Management in the context of working with others provides insights and strategies for effective collaboration among teachers in various educational settings. The involvement of clear communication, shared decision-making, and establishing a positive and supportive work environment can be useful for managing conflicts, building trust, and fostering effective teamwork among teachers (Friend, M., & Cook, L., 2019).

Achievement. It points out to something finished successfully. It covers the senior high school teachers, capability to pursue relevant, high-quality work with a positive impact.

The study by Hattie and Timperley (2007) provides evidence that teachers who actively participate in professional learning opportunities, implement innovative instructional strategies, and contribute to a culture of continuous improvement within their schools have a significant impact on teacher effectiveness and student achievement.

Surroundings. It points out to the spot and circumstance where the senior high school teachers will be involved, as well as, the conditions and events that may have an impact on their values, behavior and ways of living.

The surrounding context, including the school culture, colleagues, administrators, and community, plays a crucial role in shaping the work ethics and work values of teachers. Research suggests that teachers' professional values and ethical

behavior are influenced by the norms and expectations prevalent in their working environment (OECD, 2021). Positive and supportive school environments that prioritize collaboration, professional development, and ethical leadership tend to foster a strong sense of professional ethics among teachers. On the other hand, negative or toxic work environments, such as high levels of stress, lack of support, or unethical behavior tolerated or modeled by colleagues or administrators, can undermine teachers' work ethics and values (ibid, 2021).

Supervisory Relations. It points out to the dynamic relationship among senior high school teachers, supervisors, administrative officers and other human resources in the same line of duty while both performing professional and personal expertise and experience for professional and social growth, while encouraging consideration, trust, fairness and honesty, as well as understanding and communication.

Supervisory relations are essential in supporting teacher professional development, improving instructional practices, and fostering a positive school climate. Effective supervisory relationships involve open communication, constructive feedback, support, and collaboration between supervisors and teachers (OECD, 2018). When supervisors provide guidance, mentorship, and opportunities for professional growth, teachers are more likely to feel valued, motivated, and engaged in their work (ibid, 2018).

Research suggests that positive supervisory relationships positively impact teachers' job satisfaction, instructional effectiveness, and overall professional development (Kim, 2013). On the other hand, negative or unsupportive supervisory relations can lead to increased stress, decreased job satisfaction, and lower teacher retention rates (ibid, 2013).

Way of Life. It points out to the habits, practices, and as well as the viewpoints of senior high school teachers that may have an influence on their daily activities.

Morality and ethics are part of a way of life and cannot be separated from all other aspects of life experiences (Kang & Glassman, 2010). However, Teachers' beliefs, practices, and attitudes play a significant role in understanding and enhancing educational processes. These factors are closely connected to how teachers cope with challenges in their professional lives and impact their overall well-being. Moreover, they shape the learning environment for students, influencing their motivation and achievement. Additionally, teachers' beliefs, practices, and attitudes act as mediators between job-related policies, such as curriculum changes in initial education or professional development, and student learning outcomes (OECD, 2009).

Security. It points out to the working environment that is safe and secure. Together with physical security, it is important to make sure that the senior high school teachers are emotionally safe at the place of work where they can openly share their thoughts and feelings with fellow teachers, administrative officers, and other people in their work environment without unfair judgment and disapproval.

Roffey (2012) highlights the significance of a positive school culture in enhancing teacher well-being. To promote teacher security, cultivating respectful relationships among colleagues, administrators, and staff members is vital.

Associate. It points out to the coworkers of the senior high school teachers who work with them in completing the daily tasks and provide support to the group and the school as the working environment. The associate ensures that the needs of a learner totally met, relates effectively with them and with their fellow teachers on a daily basis.

Encouraging collaboration among teachers, facilitating peer support, and nurturing a sense of community within the school environment contribute to a more secure and inclusive atmosphere (Hargreaves & Fullan, 2012).

Mentorship and support programs: Establishing mentorship initiatives or support systems where experienced teachers guide and assist their peers fosters a sense of security and professional growth. Research by Ingersoll and Strong (2011) demonstrates the benefits of mentorship in improving teacher well-being and job satisfaction.

Aesthetics. It points out to the ability of senior high school teachers to yield visually appealing output while considering artistic viewpoints and choices when performing their duties.

Nieminen et al. (2015) state that aesthetic processes are typically enjoyable and rewarding experiences, holding significant importance and value for many individuals. These processes engage multiple brain areas due to their multidimensional nature. Studies indicate that sensory perception plays a significant role in student engagement, particularly in terms of attention, memory formation, and the incorporation of learning experiences into one's overall embodiment.

Prestige. It points out to the level of respect or admiration shown by the school administration and other fellow teachers and workers to the senior high school teachers that are usually based on character for excellence, value, success, or social influence.

According to Ingersoll (2003), the importance of teacher prestige lies in its role in attracting and retaining highly qualified individuals in the teaching profession. Teacher prestige signifies the recognition and value that society places on the significant work undertaken by teachers.

Independence. It points out to the senior high school teachers who are self-directed, focused, and who take the initiative to do things based on their ability to make their own decisions without being influenced by others.

According to Hargreaves (2003), teacher independence pertains to the professional freedom and control teachers have in determining their instructional approaches and curriculum. This autonomy empowers them to adapt their teaching methods to cater to the distinct requirements of their students.

Variety. It points out to the different and diversified conditions at work where in the senior high school teachers' experience, requiring them to be innovative in order to deal with those complex conditions; keeping them engaged by lowering the possibility of physical and emotional burnout at work.

The possession of innovative skills by teachers enables them to creatively adapt instructional approaches, integrate new technologies, and design engaging learning experiences that promote student-centered and meaningful education (Davis &

Simmt, 2006).

Economic Return. It points out to the benefits that the senior high school teachers can gain in times of difficult circumstances as well as the financial remuneration or pay that they can obtain to ensure that they are being fully compensated.

According to the National Education Association (NEA), fair and competitive teacher pay is crucial for recruiting and retaining high-quality educators. In their report, "The Teacher Salary Penalty Has Hit a New High," the NEA highlights the importance of adequate compensation to address the persistent salary gap between teachers and other comparable professions. The report emphasizes the need for competitive salaries that reflect the education, skills, and dedication required for effective teaching. While salary alone may not be the sole determinant of job satisfaction or performance, it is a critical component of ensuring that teachers are well-compensated for their vital role in society.

Altruism. It points out to the unselfish concern for others— doing things in order to facilitate and assist, rather than being forced to do so due to duty, loyalty, or religious reasons. It entails acting out of concern for the welfare of others.

According to Hargreaves and Fullan (2012), effective teaching goes beyond fulfilling duties or obligations. It involves teachers demonstrating an unselfish concern for others and acting in ways that facilitate and assist their students, colleagues, and the broader educational community. They actively work towards the development and advancement of their students, colleagues, and the overall educational community. This commitment to the welfare and growth of others is a central aspect of effective teaching. By embodying unselfish concern for others, teachers create a supportive and nurturing learning environment.

Intellectual Stimulation. It points out to the senior high school teachers' ability to adapt to change, where they can solve arising problems, making them mentally alert and keen in observing their environment.

Teachers' ability to adapt to change is a crucial skill in today's rapidly evolving educational landscape. The ability to embrace and navigate change allows teachers to respond effectively to new methodologies, technologies, curriculum updates, and shifting student needs (Fullan, M. 2001).

The study by Cope and Killion (2018) indicates that teachers who are more adaptable are better equipped to respond to student needs and adjust their instruction accordingly, leading to improved student achievement.

3. Research Design and Methodology

This section depicts the methods used in the conduct of the study including research design, locale of the study, respondents and sampling method, research instruments, data gathering procedure, and statistical tool.

A. Research Design

This is a quantitative study where predictive correlation research design was used. According to Fraenkel and Wallen. (2009), correlation is a statistical association or relationship between variables. A correlation reflects the strength and direction of the relationship between variables. The mentioned research design was used in determining the relationship of the ethical standard and work values of senior high school teachers.

B. Locale of the Study

The study was conducted within the school campus of Libertad National High School in Surallah, South Cotabato. The school is composed of Junior High School (JHS) and Senior High School (SHS). The SHS Department offers different strands in the Academic Track and different specializations in Technical, Vocational, and Livelihood Track.
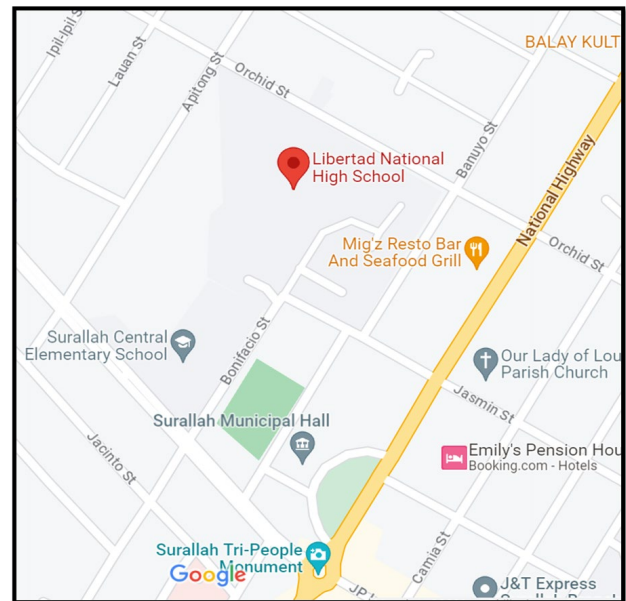

Fig. 2. Map of the locale of the study
(Source: www.google.com/maps)

C. Sampling Design

A total of 40 respondents were recruited for this study. The researcher used total enumeration technique. This showed that everyone in the population was subject to the study, in which decisions concerning the individuals to be included in the sample were all based upon a variety of criteria which may include their views, attitudes, behavior and knowledge of the research issue or capacity to participate in the research. They were specifically targeted for the purpose of gauging their ethical standard and work values. In terms of inclusion criteria, the respondents chosen for the study were the senior high school teachers actively teaching within the Libertad National High School in Surallah, South Cotabato. The study was conducted during the month of May 2023.

In total enumeration sampling, every element in the population has an equal chance of being selected because the sample includes all elements. Therefore, there is no need to use statistical inference techniques to make inferences about the population, as the sample is representative of the entire population by default.

This sampling method is advantageous in situations where the population size is manageable, as it provides accurate and precise estimates without the need for complex sampling designs. It is commonly used in small-scale studies, such as

surveys conducted within organizations or in small communities (Kothari C. R., 2004).

D. Research Instruments

The study utilized modified adapted questionnaire (standardized) based upon the study of Boretti (2001) for the independent variable and Work Values Survey (n.d.). The preliminary draft was forwarded to the research adviser for comments and suggestions, then it was forwarded to the panel of experts to ensure that the mentioned questionnaire was valid and reliable. The questionnaire was divided into two parts as follows: The first part was the ethical standard of senior high school teachers, which was gauged through personal ethics and organizational ethics. The second part was the work values of senior high school teachers, which was measured through the indicators creativity, management, achievement, surroundings, supervisory relations, way of life, security, associates, aesthetics, prestige, independence, variety, economic return, altruism (unselfishness), and intellectual stimulation.

E. Data Gathering Procedure

To have valid and reliable data, the researcher observed the following steps: First, the researcher presented the survey questionnaire to the research adviser and based on the would-be suggestion, series of revision were undertaken before the survey instrument was initially drafted. Second, the survey questionnaire was validated through experts' opinion from different notable research enthusiasts. Third, after completing the validation a letter of request was prepared duly signed by the research adviser and was addressed to the Dean of Graduate Studies. Forth, upon approval of the request, the researcher personally distributed and administered the questionnaires to the respondents face-to-face. The researcher explained the purpose in conducting the study to the respondents. Lastly, the data gathered were checked, collated, tallied, encoded, computed by the official statistician of the school, tabulated, and then analyzed and interpreted in the succeeding chapters.

F. Statistical Treatment

For a compendious interpretation and analysis of the data to answer the objective of the study, data was treated using statistical tools as follows:

Mean was used to measure the level of ethical standard and work values of senior high school teachers.

Standard Deviation. This was used to determine if the respondents' responses are clustered or spread out.

Pearson Product Moment Correlation was utilized to determine the relationships between ethical standard and work values of senior high school teachers.

Range of Means	Descriptive Level	Interpretation
4.50 – 5.00	Very Strong	The respondents strongly agree with the statement concerning ethical standard
3.50 – 4.40	Strong	The respondents agree with the statement concerning ethical standard
2.50 – 3.40	Moderately Strong	The respondents moderately agree with the statement concerning ethical standard
1.50 – 2.40	Weak	The respondents disagree With the statement concerning ethical standard
1.00 – 1.40	Very Weak	The respondents strongly disagree with the statement concerning ethical standard

The independent variable of the study used the 5-level Likert scaling system as follows:

Range of Means	Descriptive Level	Interpretation
4.50 – 5.00	Very Strong	The respondents strongly agree with the statement concerning work values
3.50 – 4.40	Strong	The respondents agree with the statement concerning work values
2.50 – 3.40	Moderate Strong	The respondents moderately agree with the statement concerning work values
1.50 – 2.40	Weak	The respondents disagree With the statement concerning work values
1.00 – 1.40	Very Weak	The respondents strongly disagree with the statement concerning work values

G. Ethical Consideration

During the research period, strict adherence to ethical guidelines was ensured to protect the right and well-being of the participants. Additionally, the research data was treated with utmost confidentiality throughout the entire study.

4. Results and Findings

This section presents the research findings and analysis related to the ethical standard and work values of senior high school teachers in Libertad National High School, Surallah, South Cotabato. The study aimed to understand the level of ethical standard and work values among these teachers and

explore the potential relationship between the two.

In terms of the level of ethical standard, the research examined two dimensions: personal ethics and organizational ethics. Personal ethics focused on the individual ethical standards and values held by senior high school teachers. It delved into their personal moral compass and the principles they adhere to in their professional conduct. On the other hand, organizational ethics explored the ethical standards and values exhibited within the organizational context of senior high schools. This dimension aimed to assess how well the teachers aligned with the ethical expectations and guidelines set forth by their respective educational institutions.

Regarding the level of work values, the study encompassed various dimensions to gauge the importance placed on different aspects of their work. These dimensions included creativity, management, achievement, surroundings, supervisory relations, way of life, security, associates, aesthetics, prestige, independence, variety, economic return, altruism, and intellectual stimulation. By examining these dimensions, the study sought to understand the values that senior high school teachers prioritize in their professional lives. It aimed to identify the key factors that drive their motivation and satisfaction in their work.

Additionally, the study explored whether there was a relationship between the ethical standard and work values of senior high school teachers. By analyzing the data, the research sought to uncover any potential correlations or connections between these two aspects. Understanding this relationship could provide insights into how ethical standards may influence work values or vice versa. It could shed light on the interplay between professional ethics and the values that drive teachers' commitment and dedication to their work.

Through the comprehensive analysis of the research findings, this chapter provides a deeper understanding of the ethical standard and work values of senior high school teachers. It highlights the importance of personal ethics and organizational ethics in their professional conduct and sheds light on the key factors that shape their work values. Furthermore, it examines the potential relationship between these two aspects, contributing to the broader understanding of the factors that influence teachers' professional behavior and motivation.

Table 1
Level of personal ethical standard

Indicators	Mean	Description
I maintain appropriate confidentiality	4.6	Very Strong
I say "no" to inappropriate requests	4.5	Very Strong
I show respect for copyright laws	4.7	Very Strong
I am honest when sharing information with others	4.7	Very Strong
I balance organizational and personal needs	4.4	Strong
I am able to avoid conflicts of interest	4.4	Strong
I am able to manage personal biases	4.5	Very Strong
I respect the diversity within organization	4.7	Very Strong
I utilize authority properly	4.7	Very Strong
I challenge oneself to do the right thing	4.7	Very Strong
I exclude favoritism in decision making	4.5	Very Strong
Over all	4.6	Very Strong

Table 1 presents the data on the level of the Personal Ethical Standards, of which the respondents rated appropriate confidentiality very strong with the mean of 4.6.

The respondents also rated very strong for saying no on inappropriate requests, ability to manage personal biases and and excluding favoritism in decision-making with a mean of 4.5. Showing respect for copyright laws, being honest when sharing information with others, respecting the diversity within organization, utilizing authority properly and challenging oneself to do the right thing were all rated by the respondents as very strong with a mean of 4.7. Particularly, the respondents rated strong to balancing organizational and personal needs and the ability to avoid conflicts of interest with the mean of 4.4.

Based on the descriptive and evaluative overall results, it is evident that the Level of Personal Ethical Standards of Senior High School Teachers is very strong, obtaining a mean of 4.6.

This is explained by Elango, Paul, Kundu, and Paudel (2010) where the various research works support the argument that an individual's personal values and ethical standards are the main driver of a person's intention to practice ethical behavior. The authors explain that there is strong evidence to support the theory linking an individual's attitude toward a behavior to the actual behavior of that individual (Elango et al., 2010).

On the level of the Organizational Ethical Standards, as shown on Table 2, the respondents gave the organization's ability to have a written ethics policy and the expectation that leaders will act ethically a very strong rating with a mean of 4.6. Table 2 presents the level of organizational ethical standards based on different indicators. Each indicator is rated on a scale from 1 to 5, with higher values indicating a stronger presence of ethical standards within the organization.

Here is a breakdown of the indicators and their respective

Table 2
Level of organizational ethical standard

Indicators	Mean	Description
The organization has a written ethics policy	4.6	Very Strong
The organization require it's employees to sign a code of conduct statement	4.3	Strong
Ethical behaviors are expected out of leaders	4.6	Very Strong
Ethical behaviors are rewarded	4.2	Strong
Leaders in the organization are honest	4.1	Strong
The behavior of leaders is consistent with the stated ethics and values of the organization	4.1	Strong
Leaders in the organization avoid favoritism	4.0	Strong
Organization offers trainings related to ethics	4.0	Strong
Leaders in the organization balance the needs of the entity with ethical issues appropriately	4.0	Strong
Organization balance its short term goals with its long term need for success	4.1	Strong
Executives in the organization lead by example	4.3	Strong
Over all	4.2	Strong

ratings:

The organization has a written ethics policy: This indicator has a mean rating of 4.6, indicating a very strong presence of a written ethics policy within the organization. Having a written ethics policy is crucial as it provides guidelines and standards for ethical behavior.

The organization requires its employees to sign a code of conduct statement: With a mean rating of 4.3, this indicator suggests a strong practice of requiring employees to sign a code of conduct statement. This practice helps ensure that employees are aware of and committed to upholding the organization's ethical standards.

Ethical behaviors are expected out of leaders: This indicator received a mean rating of 4.6, indicating a very strong expectation for ethical behavior from leaders within the organization. It highlights the importance placed on ethical leadership as a crucial aspect of organizational culture.

Ethical behaviors are rewarded: With a mean rating of 4.2, this indicator suggests that the organization has a strong practice of rewarding ethical behavior. Recognizing and rewarding ethical conduct encourages employees to adhere to ethical standards and fosters a positive ethical climate.

Leaders in the organization are honest: This indicator received a mean rating of 4.1, indicating a strong emphasis on honesty among leaders within the organization. Honesty is a fundamental ethical value that contributes to trust and integrity.

The behavior of leaders is consistent with the stated ethics and values of the organization: With a mean rating of 4.1, this indicator suggests that leaders within the organization align their behavior with the stated ethics and values. Consistency between words and actions enhances credibility and reinforces ethical standards.

Leaders in the organization avoid favoritism: This indicator received a mean rating of 4.0, indicating a strong practice of leaders avoiding favoritism. Fairness and impartiality are crucial in maintaining ethical standards and promoting a positive work environment.

The organization offers training related to ethics: With a mean rating of 4.0, this indicator suggests that the organization provides training programs related to ethics. Such initiatives help employees develop a better understanding of ethical principles and their practical application.

Leaders in the organization balance the needs of the entity with ethical issues appropriately: This indicator received a mean rating of 4.0, indicating a strong emphasis on leaders striking a balance between organizational needs and ethical considerations. This suggests that leaders are mindful of ethical implications in decision-making processes.

The organization balances its short-term goals with its long-term need for success: With a mean rating of 4.1, this indicator suggests that the organization recognizes the importance of balancing short-term goals with long-term success. This indicates a commitment to sustainable and ethical practices rather than solely focusing on immediate gains.

Executives in the organization lead by example: This indicator received a mean rating of 4.3, indicating a strong practice of executives leading by example. When leaders demonstrate ethical behavior, it sets a positive tone for the entire organization and encourages employees to follow suit.

Overall, the mean rating for all indicators is 4.2, suggesting a strong level of organizational ethical standards.

Honesty of leaders, consistency in behavior of leaders with the stated ethics and values of the organization and the ability of the organization to balance its short term goals with its long term need for success rated by the respondents as strong with a mean of 4.1. Leaders avoiding favoritism, organization offering trainings related to ethics and leaders in the organization balancing the needs of the entity with ethical issues appropriately gained a strong rating with a mean of 4.0. While, in terms of ethical behaviors being rewarded obtained a mean of 4.2 and is also rated as strong by the respondents.

The results serve as evidence that the Senior High School Teachers obtain excellent description on the level of the Organizational Ethical Standards being rated as strong with the mean of 4.2.

However, organizations that prioritize ethical standards and values recognize the importance of effective communication and implementation of ethical procedures and policies throughout the entire organization. Based on the study of Brimmer (2007), it was emphasized that ethical standards should be modeled and practiced by the organization's administration, with a formal code of ethics outlining policies and expectations for all stakeholders. This code should be communicated through various channels, both written and oral, while providing guidance and support in cases of ethical dilemmas.

To ensure successful implementation of ethical programs, it is crucial to appoint an ethics officer who plays a leading role. This officer guides ethical decision-making, promotes accountability and ownership, and designs response and enforcement strategies, including the use of rewards. They are responsible for investigating and enforcing consequences for behaviors that deviate from the ethical program. Periodic evaluation and potential redesigning of program sections are also part of their responsibilities (Paliwal, 2006).

Ethical leaders are key in communicating an organization's values and beliefs. Hoch, Bommer, Dulebohn, and Wu (2018) highlight that effective leadership, combining strategy and culture, is essential for organizational excellence. Ethical leadership involves demonstrating normatively appropriate conduct through personal actions and interpersonal relationships, and promoting such conduct to followers through communication, reinforcement, and decision-making (Brown, Trevino, & Harrison, 2005). Ethical leaders demonstrate integrity, moral behavior, honesty, trustworthiness, and consistency, which in turn promote employee engagement and a culture of ethics within the organization.

Ethical leaders empower their followers by sharing power and increasing accountability. They involve employees in the tasks necessary to fulfill the organization's mission and vision, creating a shared sense of responsibility. Positive ethical behaviors are encouraged and modelled, leading to satisfaction, loyalty, and acknowledgement within the organization and the broader community. Negative or unethical behaviors are

discouraged, fostering an ethical value system (Avey, Palanski, & Walumbwa, 2010; Piccolo, Greenbaum, Den Hartog, & Folger, 2010).

Overall, the effective implementation of ethical programs and the presence of ethical leaders within organizations contribute to a positive work environment, employee engagement, and the promotion of ethical behaviors throughout the organization.

Table 3
Level of work values

Indicators	Mean	Description
Creativity	4.4	Strong
Management	4.0	Strong
Achievement	4.4	Strong
Surroundings	4.1	Strong
Supervisory Relations	4.1	Strong
Way of Life	4.4	Strong
Security	4.3	Strong
Associates	4.5	Very Strong
Aesthetics	4.2	Strong
Prestige	4.2	Strong
Independence	4.4	Strong
Variety	4.4	Strong
Economic return	4.1	Strong
Altruism	4.7	Very Strong
Intellectual Stimulation	4.6	Very Strong

On the level of Work Values, as revealed in the table 3 above, respondents rated creativity as "strong" with a mean of 4.4. Similarly, management received a strong rating with an overall mean of 4.0. Achievement was also well regarded by the respondents, earning a strong rating with an overall mean of 4.4. The indicators for surroundings and supervisory relations both obtained a mean rating of 4.1, indicating a strong level of importance.

Furthermore, respondents considered the way of life within the organization to be significant, with an overall mean of 4.4 and a strong rating. The importance of security was also highlighted, receiving a strong rating with an overall mean of 4.3.

Associates were well valued by respondents, with a mean rating of 4.5 and a description of "very strong". Aesthetics and prestige were both rated strongly, each earning an overall mean of 4.2. Independence and variety received an overall mean of 4.4 and strong rating from respondents. Economic return was considered important by the respondents, earning an overall mean of 4.1 and a description of strong. Altruism, on the other hand, received a very strong rating with an overall mean of 4.7. Lastly, intellectual stimulation was highly valued, obtaining an overall mean of 4.6 and a very strong rating.

In summary, the results indicate that within the organization, creativity, management, achievement, surroundings, supervisory relations, way of life, security, associates, aesthetics, prestige, independence, variety, economic return, altruism, and intellectual stimulation are all important work values.

Several studies have examined the relationship between work values and various aspects of job involvement, commitment, and satisfaction. Liao et al. (2011) found a correlation between work values and these factors. Specifically,

Gallie (2019) highlighted the importance of teacher engagement at work, which leads to a willingness to fulfill their roles and accept additional responsibilities. In the context of Senior High School teachers, work values such as discipline, creativity, orderliness, patience, decisiveness, and achievement are expected.

The significance of management as a work value for Senior High School teachers was also identified. Basinska and Daderman (2019) categorized management as an extrinsic value, associated with instrumental aspects of work and external rewards like salary, prestige, or job security.

Aesthetics emerged as another important work value among teachers. This suggests that teachers value work that allows them to develop artistic abilities and create attractive outputs. Cherry (2019) referred to such intrinsic values as focusing on psychological rewards like recognition, growth opportunities, and thriving.

Furthermore, Shih (2020) emphasized the idea of innate aesthetic talent and the importance of teachers incorporating aesthetic values into their daily interactions and classroom practices. By practicing aesthetic work values, teachers can enhance students' aesthetic experiences and literacy.

Lastly, Abdullah, Ling, and Hassan (2018) concluded that teachers play a crucial role in the nation's education system and need to possess a positive attitude and work values that promote progress.

These findings collectively highlight the significance of work values in the teaching profession and their impact on teacher engagement, student experiences, and the overall educational system.

Table 4
Correlation matrix between personal ethics and work values

Variables	PE	Remarks
Creativity	0.378	Weak
Management	0.315	Weak
Achievement	0.477	Moderately Strong
Surroundings	0.230	Weak
Supervisory Relations	0.325	Weak
Way of Life	0.290	Weak
Security	0.238	Weak
Associates	0.334	Weak
Aesthetics	0.418	Moderately Strong
Prestige	0.447	Moderately Strong
Independence	0.425	Moderately Strong
Variety	0.601	Moderately Strong
Economic return	0.085	Very Strong
Altruism	0.307	Weak
Intellectual Stimulation	0.317	Weak

The table showed the correlation between Personal Ethics (PE) and various Work Values. The results provide valuable insights into the relationship between these variables and offer a deeper understanding of the impact of personal ethics on work values.

The analysis revealed that there is a moderate positive correlation between achievement and personal ethics (r = 0.477). This suggests that individuals with strong personal ethics are more likely to value and strive for achievement in their work. Their ethical principles may drive them to set high standards and work diligently to attain their goals.

Additionally, aesthetics, prestige, and independence showed moderate positive correlations with personal ethics (r = 0.418, r = 0.447, r = 0.425, respectively). This implies that individuals with strong personal ethics tend to place value on aesthetic aspects, seek recognition and prestige, and prioritize autonomy in their work. These findings suggest that personal ethics play a role in shaping one's preferences and priorities when it comes to these work values.

Moreover, variety exhibited a strong positive correlation with personal ethics (r = 0.601). This indicates that individuals with strong personal ethics are more likely to value a variety of tasks and experiences in their work. They may seek opportunities to expand their knowledge and skills and engage in diverse activities, driven by their ethical inclination towards growth and exploration.

On the other hand, several work values, including creativity, management, surroundings, supervisory relations, way of life, security, associates, altruism, and intellectual stimulation, showed weak positive correlations with personal ethics. These correlations suggest that personal ethics may have some influence on these work values, but the relationships are relatively weak.

It is worth noting that economic return exhibited a very weak positive correlation with personal ethics (r = 0.085). This suggests that personal ethics may not strongly influence individuals' focus on financial rewards or economic outcomes. Other factors, such as personal values or external motivations, may have a stronger impact on individuals' orientation towards economic return.

Overall, these findings contribute to our understanding of the relationship between personal ethics and work values. The results emphasize the importance of personal ethics in shaping individuals' preferences and priorities regarding achievement, aesthetics, prestige, independence, variety, and other work values. Further research is warranted to explore the underlying mechanisms and contextual factors that influence these relationships.

Table 5
Correlation matrix between organizational ethics and work values

Variables	OE	Remarks
Creativity	0.193	Very Weak
Management	0.618	Very Strong
Achievement	0.220	Weak
Surroundings	0.451	Moderately Strong
Supervisory Relations	0.314	Weak
Way of Life	0.292	Weak
Security	0.420	Moderately Strong
Associates	0.279	Weak
Aesthetics	0.365	Weak
Prestige	0.224	Weak
Independence	0.422	Moderately Strong
Variety	0.380	Weak
Economic return	0.420	Moderately Strong
Altruism	0.102	Very Weak
Intellectual Stimulation	0.163	Very Weak

In the study of Ros, Schwartz, & Surkiss (1999), they found out that the importance of personal ethics in shaping individuals' preferences and priorities regarding various work values, such as achievement, aesthetics, prestige, independence, and variety. The study contributes to our understanding of the interplay between personal ethics and work values, emphasizing the role of personal ethics in influencing individuals' perspectives and attitudes towards work.

The table revealed the correlation between Organizational Ethics (OE) and various Work Values. The findings shed light on the relationship between these variables and provide insights into the importance of specific work values in promoting ethical behavior within organizations.

The analysis revealed that management had a very strong positive correlation with organizational ethics (r = 0.618). This implies that organizations with strong ethical values tend to have effective management practices in place. Ethical leadership and management play a crucial role in shaping the ethical climate within an organization and fostering ethical behavior among employees.

Additionally, we found a moderately strong positive correlation between surroundings and organizational ethics (r = 0.451). This suggests that organizations with strong ethical values also prioritize creating a positive work environment and surroundings for their employees. A conducive work environment can contribute to a positive ethical climate and enhance employee well-being.

Furthermore, there was a moderate positive correlation between security and organizational ethics (r = 0.420). This indicates that organizations with strong ethical values tend to prioritize providing job security to their employees. Such organizations demonstrate a commitment to fair and just employment practices, which can contribute to a positive ethical work environment.

On the other hand, it is observed that weak positive correlations between achievement, supervisory relations, way of life, associates, aesthetics, prestige, and variety with organizational ethics. While these correlations were statistically significant, the strength of the associations was relatively weak. This suggests that while these work values may have some relevance to organizational ethics, they might not be as prominent or influential as management, surroundings, and security.

It is worth noting that variables such as creativity, altruism, and intellectual stimulation showed very weak positive correlations with organizational ethics. This implies that these work values may have limited impact on organizational ethics in the context of this study.

Overall, these findings contribute to our understanding of the relationship between work values and organizational ethics. The results highlight the importance of effective management practices, a positive work environment, and providing job security in promoting ethical behavior within organizations. The findings also point to the need for further exploration of the role and impact of other work values on organizational ethics.

Becker & Kernan, (2003) support these findings on the importance of aligning the ethical work climate with employee behavior, highlighting the significance of effective management practices, a positive work environment, and job security in promoting ethical behavior within organizations.

5. Summary of Findings, Conclusions and Recommendations

This section presents the summary of findings, conclusions, and recommendations of the research study.

A. Summary of Findings

Based on the methodology employed and analysis of data, this study evaluated the Ethical Standard and Work Values of Senior High School Teachers in Libertad National High School, Surallah, South Cotabato.

These are the following noticeable findings of the study. Based on the level of the Personal Ethical Standards, the data presented indicates that individuals surveyed or assessed have a strong level of personal ethical standards.

The level of personal ethical standards, indicating that senior high school teachers rate themselves very strong on indicators such as maintaining appropriate confidentiality, saying "no" to inappropriate requests, and showing respect for copyright laws. Overall, their personal ethical standards are rated as very strong.

The study also assessed the level of ethical standards within an organization through a survey. Results showed a strong mean score for each indicator, indicating that the organization has a strong level of ethical standards. It highlights the level of organizational ethical standards, with senior high school teachers rating their school strongly on indicators such as having a written ethics policy and expecting ethical behaviors from leaders. The overall level of organizational ethical standards is rated as strong.

However, there is still room for improvement in areas such as rewarding ethical behavior and consistency of leaders' behavior with the stated ethics and values of the organization.

The assessment to measure the level of work values among individuals based on various indicators such as creativity, achievement, way of life, and altruism, the rating is strong or very strong. These work values reflect the importance teachers place on various aspects of their work.

These findings suggest that the individuals assessed value working with and helping others, autonomy, creativity, and learning opportunities.

Additionally, the results of the survey indicate that the individuals assessed have a strong set of work values across various domains. The strong ratings for the majority of the indicators suggest that these individuals are motivated and committed to their work. However, the weak ratings for management indicate that organizations may need to reassess how they value management responsibilities within their workforce.

On correlation of values between organizational ethics and work values, the strongest correlation values are observed between organizational ethics and the work value indicators of management, economic return, independence, and security, while the weakest correlation values are observed between organizational ethics and the work value indicators of altruism and intellectual stimulation. The remaining work value indicators show moderately strong correlation with organizational ethics.

The results suggest that organizational ethics may play a moderately strong to strong role in shaping an individual's work values, with some work value indicators being more strongly influenced by organizational ethics than others. Specifically, organizations with strong ethical values tend to value management, economic return, independence, and security in their work. The weak correlation values between organizational ethics and altruism and intellectual stimulation suggest that these work values may be more influenced by individual factors.

The correlation matrix between organizational ethics and work values indicates that certain work values, such as management, surroundings, security, aesthetics, independence, and economic return, are moderately strong or strongly correlated with organizational ethics. However, other work values, such as creativity, achievement, supervisory relations, way of life, associates, prestige, variety, altruism, and intellectual stimulation, have weak to very weak correlations with organizational ethics.

On the correlation matrix, it can be concluded that organizational ethics may have a moderately strong or strong role in shaping certain work values, but not all. Specifically, organizations with strong ethical values tend to value management, economic return, independence, security, and surroundings in their work. However, ethical values may not strongly influence work values related to altruism, intellectual stimulation, creativity, achievement, supervisory relations, way of life, associates, prestige, and variety.

6. Conclusions

Based on the findings of the study, the conclusion with regards to the relationship between personal ethical standards, organizational ethical standards, and work values of senior high school teachers can be summarized as follows:

Personal Ethical Standards and Work Values: The study revealed that personal ethical standards have a moderate positive correlation with various work values. Teachers with strong personal ethics tend to prioritize achievement, aesthetics, prestige, independence, and variety in their work. These findings suggest that personal ethics play a role in shaping individuals' preferences and priorities when it comes to work values.

Organizational Ethical Standards and Work Values: The study demonstrated that organizational ethical standards have varying correlations with different work values. Effective management practices and a positive work environment were strongly correlated with organizational ethics. Additionally, providing job security to employees showed a moderate positive correlation with organizational ethics. However, other work values such as achievement, supervisory relations, way of life, associates, aesthetics, prestige, and variety exhibited weaker correlations with organizational ethics.

Implications for Senior High School Teachers: The findings suggest that senior high school teachers' personal ethical standards can influence their work values, emphasizing the importance of fostering ethical behavior and ethical leadership within educational institutions. Organizational ethical standards, particularly effective management practices and a

positive work environment are crucial in promoting ethical behavior and shaping work values among teachers.

Alignment of Personal and Organizational Ethics: Creating an ethical work climate that aligns personal and organizational ethics can contribute to a positive work environment and enhance ethical behavior among teachers. When personal and organizational ethical standards are congruent, teachers are more likely to prioritize work values that align with ethical principles.

Further Research: The study provides valuable insights into the relationship between personal and organizational ethics and work values among senior high school teachers. However, further research is needed to explore the underlying mechanisms and contextual factors that influence these relationships. Future studies could investigate the impact of ethical training programs, ethical leadership development, and organizational interventions on the alignment of personal and organizational ethics with work values among teachers.

Overall, understanding the relationship between personal ethical standards, organizational ethical standards, and work values is important for creating an ethical work environment and promoting ethical behavior among senior high school teachers.

A. Recommendations

In light of the findings and conclusion of the research study, the following are recommended:

1. For administrators of the Department of Education, the study provides relevant data that can inform the development of ethical standard workshop seminars. It highlights the need to reorient teachers concerning their work values and the relevance of their profession in the development of society.
2. School principals can benefit from the study's findings by formulating a contemporary definition of ethical standards based on accepted societal norms. It helps redefine work values as the core of the teaching profession, guiding principals in promoting a culture of ethics within their schools.
3. Senior high school teachers themselves can adopt their own standard of ethics based on the study's findings. The results emphasize the importance of fairness, justice, and the relevance of their profession in uplifting work values. It can encourage teachers to prioritize ethical conduct in their dealings with the school community and stakeholders.
4. Mindanao State University-Graduate School administrators can use the study's outcomes to initiate ethical responsibilities and commitments in line with their roles and work values. It can guide them in making ethical decisions applicable to today's setting.
5. Future researchers can build upon this study by exploring factors that influence educators to deviate from ethical standards. The findings serve as a basis for future research in understanding the complexities of ethical behavior among teachers.

Some recommendations for future researchers are the following:

- *Further exploration of factors influencing ethical standards*: The study identified personal ethics and organizational ethics as important dimensions. Future researchers can delve deeper into the factors that influence these ethical standards, such as individual beliefs, cultural influences, and organizational policies. Understanding these factors can provide valuable insights for developing interventions and strategies to enhance ethical behavior among teachers.
- *Longitudinal studies*: Conducting longitudinal studies can provide a more comprehensive understanding of how ethical standards and work values evolve over time among senior high school teachers. By tracking changes in ethical behavior and values throughout a teacher's career, researchers can identify critical periods of development and explore the impact of various factors on ethical decision-making.
- *Comparative studies*: Comparing the ethical standards and work values of senior high school teachers across different regions, educational systems, or cultures can offer valuable insights into the contextual influences on professional conduct. Understanding the variations and similarities in ethical standards can help identify best practices and inform policy decisions that promote ethical behavior in diverse educational settings.
- *Qualitative research methods*: While the present study provided quantitative data on ethical standards and work values, future researchers can complement these findings with qualitative research methods. Qualitative approaches, such as interviews or focus groups, can provide in-depth insights into teachers' experiences, perceptions, and motivations related to ethical conduct. This qualitative data can offer a richer understanding of the complexities involved in ethical decision-making and provide nuanced recommendations for teacher training and development programs.
- *Intervention studies*: Building on the findings of this study, future researchers can design and implement intervention programs aimed at enhancing ethical standards and work values among senior high school teachers. By evaluating the effectiveness of these interventions, researchers can identify effective strategies and best practices for fostering ethical behavior in educational contexts. Long-term follow-up studies can assess the sustainability and long-lasting effects of these interventions.
- *Comparative analysis with other professions*: Comparing the ethical standards and work values

of senior high school teachers with those of other professions can provide valuable insights into the unique challenges and considerations faced by teachers. Future researchers can explore how teachers' ethical standards and values compare to professionals in fields such as healthcare, law, or business.

- *Ethical dilemmas and decision-making processes*: Investigating the ethical dilemmas faced by senior high school teachers and their decision-making processes can provide a deeper understanding of the complexities involved in ethical behavior. Future research can explore real-life scenarios and examine the factors that influence teachers' ethical decision-making, such as personal values, professional norms, and organizational culture. Understanding these processes can inform the design of ethics training programs and support teachers in navigating challenging ethical situations.

- *Impact of technology and social media*: With the rapid advancement of technology and the increasing use of social media in education, future researchers can explore the ethical implications and challenges arising from these developments. Investigating how senior high school teachers navigate ethical dilemmas related to student privacy, online behavior, and digital citizenship can contribute to the development of guidelines and policies that promote responsible and ethical use of technology in educational settings.

These recommendations aim to inspire future researchers to delve deeper into the ethical standards and work values of senior high school teachers. By addressing these research gaps, researchers can contribute to the enhancement of ethical conduct, professional development, and the overall quality of education in the teaching profession

6. Lastly, the researcher benefits from the study by using the findings as a guiding principle for professional judgment, perspective, and actions. It helps identify values, knowledge, and skills that promote ethical decisions and responsibilities.

The research findings and analysis focus on the level of personal ethics and organizational ethics among senior high school teachers. It examines how teachers' personal ethical standards align with the ethical expectations set by their respective schools. It explores the various dimensions of work values that teachers prioritize in their professional lives.

In conclusion, the study sheds light on the ethical standards and work values of senior high school teachers. It emphasizes the importance of personal ethics and organizational ethics in their professional conduct and identifies key factors that drive their work values. This study contributes to the broader understanding of the factors that influence teachers' professional behavior and motivation.

References

[1] Cronqvist, M. (2024). Teachers' ethical responsibility in teaching; to guide the children about right and wrong. Scandinavian Journal of Educational Research, 69(4), 857–870.