PROFESSIONALISM AND TEACHING PERFORMANCE OF FACULTY MEMBERS IN STATE UNIVERSITIES AND COLLEGES IN EASTERN VISAYAS, PHILIPPINES

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ABSTRACT

This study aimed to assess the professionalism and teaching performance of faculty members of State Universities in Eastern Visayas, Philippines. This study used descriptive survey as it was considered appropriate for a questionnaire being used as a tool for data gathering of the variables considered in this study. Most of the respondents were at the middle-aged, teaching profession is most particularly by the females, majority of the faculty members are having units in masters' degree program, they are still young in the service, there were more part-time than regular faculty, and received an average family income.

On the other hand, most of the teachers agree on the culture of professionalism measures. Meanwhile, all of faculty described as high which implies that all teachers abide all the work ethics for professional teachers. The teaching performance of the faculty, most of the teachers rated very satisfactory which indicates a very good performance of the teachers. In the relationship of variables, the significant relationship between the profile of the faculty members and the culture of professionalism, the hypotheses were accepted or not significant. Meanwhile, ˙ ˙ghest educational attainment was highly significant to the culture of professionalism.

Keywords: Professionalism, Teaching Performance, Faculty members

INTRODUCTION

Professionalism, as an ideal attribute of a teacher, however assumes varied dimensions when it is placed against the ecology of the classroom work. For one , the teacher must have a good school administrator who trusts for expertise so that in return the teacher feels responsible, committed and is logical rational in all her teaching activities. In the context of the re-conceptualization of educational leadership and the understanding of a capable leader the development of learning communities which includes the distributing or sharing leadership with teachers in the school environment requiring teacher leaders to be aware of and understand further the impacts on their professionalism (Murphy,2005).

Professionalism is earned, rather than being called. A real "professional" is a brand, which is tagged with respects that one gains. It takes lot of practice for an individual to perfect himself, and a path to perfection is professionalism. The path to perfection involves holding high personal standards, competing with oneself, constant learning, dedication, and commitment to excellence. There is a

major misunderstanding with an individual with good skills being called as a professional. An individual may be highly skilled with best technical knowledge at his profession but that isn't enough. One needs to have additional knowledge that involves business ethics, positive attitude, willingness to learn, teach, and various other aspects. Professionalism is in everyone but is practiced by oneself through self-improvement. Centuries ago it was well quoted by Aristotle that "educating the mind without educating the heart is no education at all."

Professionalism is basically the knowledge that an individual carries about a certain field. At work, professionalism refers to a person doing his/her job with sincerity, and maintaining professional etiquette and ethics at workplace. It leads to logical and completely unbiased decision-making, making it the basis of a good work environment. Professionalism at work is completely devoid of politics or mind game. Its root lies in those who do their work with quality and quantity in mind. Many people face injustice at work due to lack of professionalism. Discrimination due to sex, color, creed, nationality or religion is against professionalism at work. So, then how does one define professionalism? Let's find it out. The central, almost the only, purpose behind faculty participation in the shared governance of academic institutions is to maintain and enhance the professionalism of higher education. Conversely, the only justification for the faculty's right to a share in governance, or for our other rights of academic freedom and tenure, lies in that same professionalism. Actually, those of us faculty members who have been deeply involved in shared governance find it more accurate to describe that activity as our professional duty, the obligation we owe ourselves and our colleagues to keep secure our rights of tenure and academic freedom. Only we who are professors and scholars can, by definition, maintain the standards and values of our profession and all that is connoted therein. If we fail at this task, we will have failed our profession, perhaps even destroyed it, for outside forces will then set the standards and make the rules for us. So, the first task of faculty governance amounts to policing ourselves to maintain the standards of our profession. This is much surely obvious to any of us who have thought at all about these matters.

The main objective of the study was to determine the professionalism and teaching performance of faculty members of State Universities in Eastern Visayas, Philippines. Specifically it sought to answer the following objectives: Determine the profile of the faculty members in terms of: age; sex; educational attainment; number of years of teaching experience; rank/position; salary; area of specialization; teaching load; and seminars and training attended Find out the perceptions of professionalism of State Universities in Eastern Visayas , Philippines ; Find out the perceptions towards the Code of Ethics for professional teachers; Ascertain the teaching performance of the faculty; Ascertain the significant relationship between the profile of the faculty members and the perceptions of professionalism of State Universities and Colleges in Eastern Visayas Philippines; Ascertain the significant relationship between the perceptions of professionalism of State Universities and Colleges in Eastern Visayas, Philippines and the teaching performance of the faculty. Develop an activity proposal to improve the culture of professionalism of the faculty members.

Many researchers argue that if teaching is to be recognized as a profession and those working within it as professionals, then a new professionalism needs to be defined and strategies developed so teachers themselves can meet the expectations. Donaghue (2003) beliefs are form from the personal experiences education and values, they are a major determinant of behavior as teachers respond to questions and make classroom decisions. Beliefs about teaching learners or a

teacher's role for example guide teachers in their practice   and are derived from sources such as experience and personality. Evans (2008) further and detailed research on professionalism is demanded to understand the service that professionals provide to society and how this service may be improved. Murphy (2005) stated that the development of teacher leadership has an effect both on individual educators and teaching as an occupation, by the way it works to strengthen the professional nature of teaching. Crowther et al. (2002) have also defined teacher leadership as being critical to school success. Hargreaves (2003) stated that in order to re-professionalize teaching, teachers need to involved in up-skilling their professional knowledge and as such lead and share their knowledge whit in the school, Whitty (2008) specifically points out, more recent sociological perspectives on professionalism have rejected such normative notions of what it means to be a professional. Hargreaves (2000) identified such a development through four broad historical phases. The pre-professionalism age, in which teaching was seen as managerially demanding but technically simple, and its principles and parameters were treated as unquestioned commonsense. One learned to be a teacher through practical apprenticeship, and one improved as a teacher by individual trial-and-error. According to Evans (2008) further and detailed research on professionalism is demanded to understand the service that professionals provide to society and how this service may be improved. D. Hargreaves; Webb et al (2004) teachers' professionalism is also closely related to educational policy reforms, which can either diminish teachers' professionalism, when they have been poorly managed and ignored teachers' vocational needs or redefine teachers' professionalism and augment the culture of collaboration, which enhance teachers' professional learning and moral support. Kelchtermans (2004) it could be recognized the importance and the value of these notions to teacher's professional growth. As Evan 2008 has pointed out the rationale for studying professionalism is to increase understanding of and augment the knowledge base relating inter alia, to the service that professionals provide to society and to how this service may be improved. Tang and Choi (2009) stated that this two way dialog between professionalism and professional development indicates the fact that concepts of professionalism are inherent in professional development policies and practices and professional development implies changes to professionalism. As Campbell (2003) has stated, the two notions of professionalism and professional development are inherent in the teaching profession; teachers could be seen as powerful agents to define their professionalism, which will lead to the prescription of their professional development according to their vocational needs the teachers of our sample provided teaching as a demanding job, which should be supported by lifelong learning activities along tier career. Day et al. (2007) as well as other researcher Bredesonb 2002. Web 2004 has also found that those teachers have reported the continuing learning as the most important factor of their professionalism. Hustler's et al. (2003) the teachers of our sample mentioned that they invested their personal time for research and further development in order to keep up with the professional demands and responsibilities. On the other hand, teachers' actual perceptions of their professionalism were mainly negatively influenced by inadequate working conditions such as the low salaries, the large number of students in the class, the school administration system and the bureaucracy, which generally characterize the function of the educational system in Greece Equally, Zembylas (2003) has indicated that teachers' personal and professional development is deeply affected by their positive and negative emotions. Collinson and Ono (2001) teachers also connected their future professional development with the initiation of innovative activities for teaching and learning, in-service training programs and the continuous acquisition of knowledge along their career. According to quantitative analysis, it can be argued that the factor of teaching experience tends to affect teachers' perceptions about professionalism and professional development, and such

a finding reveals the lifelong education dimensions of the aforementioned points. Additionally, the years of studies at the In-Service Training School is closely related with the upgrading of teachers' professionalism and their professional development. The contribution of this factor highlights the need to continually empower the appropriate structures and strengthen teachers' professional skills during their career. Robertson and Strachan (2001), the complexities that schools face have seen a changing focus in the work of the teacher. Teacher leadership has been recognized as being a responsibility of the professional role of the teacher. Murphy (2005) the re-conceptualization of educational leadership, and the understandings of a capable leader, the development of learning communities which includes the distributing or sharing leadership with teachers in the school environment requires teacher leaders to be aware of and understand further, the impacts on their professionalism. Hargreaves (2003); Coles and Southworth (2005), there is a concern with the capacity of the teaching profession to provide the required school revitalization that is needed, and as result, teachers' ability to provide new forms of leadership in school and communities. Bowman (2003) many researchers argue that if teaching is to be recognized as a profession and those working within it as professionals, then a new professionalism needs to be defined and strategies developed so teachers themselves can meet the expectations. Hargreaves (2003) suggested that the forces of deprofessionalising teaching have been at work and teachers need to reprofessionalise in order to gain back 'their place again among society's most respected intellectuals', in order to prepare today's students for tomorrow' society. Gunter (2001) the development of professionalism is seen as a way to do this, as professionalism focuses on the 'quality of practice in contexts'. Gunter (2001), professionalism therefore refers to the knowledge, skills and procedures teachers use in their work and is different from professionalism, which is more about the status elements of teaching. Hall (2001) commented that extended professionals are those where 'the practice is distinguished by a high level of professional collaboration and collegiality'. Barth (2001), when professionalism is fostered through working in groups, a community of learners develops with many shared meanings. The New Zealand Ministry of Education 'MOE 2003' suggested; a professional learning community is one in which teachers update their professional knowledge and skills within the context of an organized school-wide system for improving teaching practices. In addition, teachers' efforts, individually and collectively are focused on the goal of improving student learning and achievement and making the school as a whole become a high performing organization. Murphy (2002) the role of teacher's values and beliefs must be critical in encouraging the new thrusts of inclusiveness, collegiality and working collaboratively that are so important in education today, and therefore there is a link here to professionalism. One way of doing this is through the coaching and mentoring of leadership. Harris and Muijs (2005) extended professionals involve themselves in reflection and critical thinking as a part of what they recognize it assists their development. Murphy (2005) argues that the 'teacher as inquirer' and the 'teacher as researcher' are at the centre of effective professional development and therefore, organizational values will have an important part to play in the cultural aspects of the school. Harris and Muijis(2005), teacher leadership is based upon the principles of professional collaboration, development and growth, as it is an empowering of teachers to development work that impacts directly on the quality of teaching and learning of others. Timperley's (2004), research showed greater effect where practice is shared in the sense that all teachers discuss the progress of students, based on achievement information, and the collaborative approach points to a new professionalism.

METHODOLOGY

This study used descriptive survey as it was considered appropriate for a questionnaire being used as a tool for data gathering the variable considered for analysis were the faculty member factor such as age, sex, educational attainment experience, rank, position, salary, area of specialization and teaching load. The second is the school factor composed of management and leadership style organizational climate, facilities and equipment and curriculum and the value orientation of the faculty which deals on the socio economics cultured moral and spiritual and political and the professionalism of faculty which includes the commitment, expertise rationality and responsibility, the faculty respondents responses in the survey questionnaire will primarily be the sources of data. This study was conducted among faculty members of the state universities and colleges in Eastern Visayas the following schools involved in the study are the Eastern Samar State University, Eastern Visayas, State University, Leyte Normal University, Naval State University, University of Eastern Philippines, Northwest Samar State University, Palonpon Institute Of technology, Samar State University, Southern Leyte State University, Visayas State University. The study focused on the faculty members of the college of education among State Universities and Colleges in Eastern Visayas, respondents of this study. Table 1 shows the distribution of respondents of the study.

Table 1 Distribution of Respondents of the Study

Area	Frequency	Percent
VSU	24	23.3
PIT	8	7.8
EVSU	21	20.4
NSU	46	44.7
LNU	4	3.9
Total	**103**	**100**

The major instrument used in gathering the data is the questionnaire designed according to the sub-problems set in the study. Before gathering the data the researcher will be submitted a letter of endorsement to the Dean of the Graduate school to the President of the State Universities and Colleges in Eastern Visayas, Philippines. Upon approval the request, the researcher will be distributed the instruments with accurate instruction to the respondents, the questionnaire are distributed to the respondents personally by the researcher. Farther instructions and clarification will be given during the distribution. The researcher requested the respondents to answer the questionnaire and to be retrieve personally. Descriptive statistics were generated such as frequency counts, percentages and mean. SPSS was used to find the relationship of variables in the study.

RESULTS AND DISCUSSION

This chapter presents the results of the study conducted in order to assess the professionalism and teaching performance of faculty members of state universities in Eastern Visayas. The sections included the socio-demographic characteristics of the respondents, culture of professionalism measures, and attitudes towards the code of ethics for professional teachers.

The Socio-Demographic Profile of the Respondents

This section presents the socio-demographic profile of the respondents. These include the age, sex, highest educational attainment, experience, employment status, family income, area of specialization, workload, and seminars or workshops related to culture of professionalism.

Table 2 presents the age profile of the respondents.

Variable	F	%
Age		
21 years and below (young)	2	1.9
22-45 years (middle-aged)	80	77.7
46-59 years (old)	15	14.6
60 years and above (senior citizen)	3	2.9
Not indicated	3	2.9
Total	103	100.0
Sex	F	%
Male	40	38.8
Female	60	58.3
Not indicated	3	2.9
Total	103	100.0
Highest Educational Level	F	%
BS/AB	17	16.5
BS With MS/MA units	40	38.8
MS/MA	24	23.3
MA/MS With Ph.D./Ed.D. units	11	10.7
Ph.D./Ed.D.	8	7.8
Not Indicated	3	2.9
Total	103	100.0
No. of Years in Teaching	F	%
1-10 years	65	63.1
11-20 years	12	11.7
21 years and above	5	4.8
Not indicated	21	20.4
Total	103	100.0
Employment Status	F	%
Regular	45	43.7
Contractual	10	9.7
Part-time	47	45.6
Not indicated	1	1.0
Total	103	100.0
Monthly Family Income	F	%
10, 000 and below	1	1.0
10, 001 – 20, 000	14	13.6
20, 001 – 30, 000	14	13.6

30, 001 – 40, 000	6	5.8
40, 001 and above	13	12.6
Not indicated	55	53.4
Total	103	100.0

Age. As shown in the table, most of the respondents' age falls under the age bracket 22-45 years old. This means that they were at the middle-aged and this implies that teachers were full-grown and responsible individuals. *Sex.* The teachers were composed of 60 or 58.3 percent females and 40 or 38.8 males. The findings revealed that teaching profession is most particularly by the females. *Educational attainment.* As presented in the table, there were 40 or 38.8 percent with master's units while 24 or 23.3 percent with master's degree program, 11 or 10.7 percent with Ph.D./Ed. D. units and only 8 or 7.8 percent were doctoral degree holder. Results indicated that majority of the faculty members are having units in masters' degree program. *Number of years in teaching*. As shown in the table, 65 or 63.1 percent has a teaching experience within 1-10 years bracket, 12 or 11.7 percent has 11-20 years of teaching experience, and 5 or 4.8 percent are 21 years and above in their teaching experience. However, 21 or 20.4 percent did not indicate their number of years in teaching. The data indicates that most of the faculty members had 1-10 years of teaching experience which means that they are still young in the service. *Employment status.* It could be seen in the table that most of the respondents were part-time teachers with a frequency of 47 or 45.6 percent while 45 or 43.7 percent were regular faculty. The results indicated that there were more part-time than regular faculty. *Family monthly income.* As depicted in the table, 55 or 53.4 did not indicate their family monthly income. The result implied that most of the teachers did not reflect their monthly income on the survey questionnaire. Meanwhile, 14 or 13.6 percent of them belonged to the 10, 001 – 20, 000 and 20, 001 – 30, 000 bracket which described an average income of the teachers. Further, only 1.0 percent earned a monthly income of 10, 000 and below range. The above findings showed that the faculty members of the State Universities in Eastern Visayas, Philippines received an average family income.

Table 3 Area of Specialization

Variable	Frequency	Percent
Area of Specialization		
English	15	14.6
Language teaching	3	2.9
Filipino	6	5.8
Information Technology	4	3.9
History	1	1.0
Social Science	8	7.8
Literature	1	1.0
Philosophy	1	1.0
TLE	3	2.9
Preschool	2	1.9
Science	1	1.0
MAPEH	4	3.9
Chemistry	1	1.0
Tourism	1	1.0
HRTM	2	1.9

Computer Science	1	1.0
Economics	3	2.9
Engineering	1	1.0
Marketing	1	1.0
Journalism	1	1.0
Tourism	2	1.9
Criminology	2	1.9
Math	2	1.9
Management	2	1.9
Psychology	1	1.0
Accounting	1	1.0
Not indicated	33	32.0
Total	103	100.0

Area of specialization. As gleaned in the table, most of the respondents 33 or 32.0 percent did not indicate their area of specialization. Meanwhile 15 or 14.6 were specialized in English and 6 or 5.8 percent specialized in Filipino. The other faculty had different area of specialization which comprises all the subjects in higher education. *Number of preparations*. Out of 103 respondents, 31 or 30.1 percent has 1-2 preparations and 28 or 27.2 percent has 3-4 preparations. However, there are 5 or 4.8 percent has 5-6 preparations and 4 or 3.9 percent has 7-8 preparations. The results indicated that most of the teachers had only 1-2 preparations which mean that lesser preparations give quality instruction. *Number of administrative designation*. Most of the respondents had no admin function which constitutes 95 or 92.2 percent while 7 or 6.8 percent has 1 admin function and 1.0 percent has 2 admin functions. This signifies that majority of the respondents focused on teaching. *Number of production activity*. As revealed in the table, majority of the respondents 98 or 95.1 percent had no production activity while 4 or 3.9 percent had 1 and 1.0 percent has 2 production activities. The result implied that most of the teachers had no time in production activity. *Number of extension activity.* As gleaned in the table, most of the respondents 87 or 84.5 percent had no extension activity while 12 or 11.7 percent had production activities. The result implied that majority of the teachers have not conducted extension activity.

Table 4 Teaching Load of the Respondents

Variable	Frequency	Percent
Number of Preparations		
1-2	31	30.1
3-4	28	27.2
5-6	5	4.8
7-8	4	3.9
Not indicated	35	34.0
Total	**103**	**100.0**
Number of Admin Designation		
One	7	6.8
Two	1	1.0
No admin function	95	92.2
Total	**103**	**100.0**

	Frequency	Percent
Number of Production Activity		
One	4	3.9
Two	1	1.0
No production activity	98	95.1
Total	**103**	**100.0**
Number of Extension Activity		
1-2	12	11.7
3-4	3	2.9
5-6	1	1.0
No Extension Activity	87	84.5
Total	**103**	**100.0**
Number of Subjects		
1-2	13	12.6
3-4	13	12.6
5-6	4	3.9
7-8	12	11.7
9-10	1	1.0
Not indicated	60	58.2
Total	**103**	**100.0**
Number of Research Activity		
One	12	11.7
Two	2	1.9
Three	1	1.0
Four	1	1.0
No Research Activity	87	84.5
Total	**103**	**100.0**

Number of subjects. Among of the 103 respondents, 60 or 58.2 percent did not indicate the number of subjects. However, 1-2 and 3-4 subjects or 12.6 percent respectively revealed their number of subjects taught. *Number of research activity.* As depicted in the table, most of the respondents 87 or 84.5 percent had no extension activity while 11 or 11.7 percent had research activities. The result implied that majority of the teachers have not conducted research activity.

Table 5 Seminars and Training Attended by the Respondents

Variable	Frequency	Percent
Attended Seminars or Workshops		
Yes	28	27.2
No	48	44.7
Not indicated	29	28.2
Total	**103**	**100.0**
Title of Training		
Enhancing education between Philippines and Germany	1	10.0
Culture interculturalism	1	10.0
Building minds and touching hearts	1	10.0
Teaching effectively multiple intelligences learners	1	10.0

Si Gat Bonifacio	1	10.0	
Journalism	1	10.0	*Semi*
Police intelligence	1	10.0	*nars*
Court intel	1	10.0	*and*
Service executive leadership	1	10.0	*traini*
Probation	1	10.0	*ng*
Total	**10**	**100.0**	*atten*
			ded.

As shown in the table, most of the respondents 48 or 44.7 percent have not attended seminars and training and 28 or 27.2 percent had attended. Meanwhile, 29 or 28.2 percent did not indicate if they had attended any seminars and trainings. The result indicated that majority of the respondents have not attended seminars and trainings. Only 10 titles of training were specified by the respondents which mean that some of them did not indicate their seminars and trainings attended in the survey questionnaire.

Perceptions of Culture of Professionalism Measures

The culture of professionalism measures had 27 statements into strongly disagree, disagree, neutral, agree and strongly agree. This is presented in Table 11.
As provided in the Table, out of the 27 statements, "I am enthusiastic about my job" obtained the highest weighted mean of 4.51 described as agree. Meanwhile, there were 25 statements obtained the weighted mean ranges from 3.76 – 4.51 which described as agree and only 2 statements falls into neutral category which has a weighted mean of 3.36 and 3.68 respectively. Based on this data, majority of the respondents agree on the culture of professionalism measures with an average weighted mean of 4.22.

Table 6 Perceptions of Culture of Professionalism Measures

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	WM	Description
	f	f	f	F	f		
To me working mainly means earning money	12	18	17	31	24	**3.36**	Neutral
In my work, I have an important societal contribution	0	0	6	44	52	**4.45**	Agree
My work is a "vocation" to me	2	0	8	39	54	**4.39**	Agree
My work yields a lot of personal sense making for me	0	1	5	53	44	**4.36**	Agree

In my work, a number of non-material values are clearly central to me	0	1	19	49	33	**4.12** Agree
In my work, I can shape a number of my ideals in a practical way	1	0	5	60	37	**4.28** Agree
My work makes the world a better place	1	0	6	49	47	**4.37** Agree
My work offers a lot of clarity about what is asked from me	1	1	10	57	33	**4.18** Agree
In my work, I often take the time to spar with colleagues on how to deal with substantial challenges	2	3	10	54	33	**4.11** Agree
My work gives me a lot of opportunity to construct tailor-made solutions	1	0	10	65	1	**4.13** Agree
In my work, I often face complex problems	1	7	23	40	32	**3.92** Agree
In my work, I am supported by adequate instruments and methods	2	6	25	42	28	**3.85** Agree
In my work, I often have to react adequately to unexpected situations that occur	1	2	15	57	27	**4.05** Agree
My work offers me a lot of space for substantial	0	2	20	47	33	**4.09** Agree

maneuvering

In my work, I clearly feel to be a representative of my profession	2	0	10	41	48	**4.32** Agree
In my work, I have the feeling that my knowledge progression has come to a standstill	9	9	11	40	32	**3.76** Agree
My organization stimulates the further development of my professional competencies	1	1	16	50	33	**4.12** Agree
My work stimulates the exchange of ideas with colleagues from relevant other organizations	0	0	12	54	35	**4.23** Agree
In my work, I feel to be a member of a professional group that is relevant to me	0	1	13	42	45	**4.30** Agree
The world of politics pays little attention to my professional group	6	5	27	40	23	**3.68** Neutral
In my organization, I feel widely recognized as a professional with added value	1	1	14	44	40	**4.21** Agree
At my work, I feel bursting with energy	1	1	14	57	27	**4.08** Agree
I am immersed in my job	1	2	12	54	31	**4.12** Agree
My job inspires me	1	0	6	41	52	**4.43** Agree

I am proud of the work that I do	1	0	4	39	56	**4.49** Agree
I am enthusiastic about my job	1	0	2	41	56	**4.51** Agree
When I get up in the morning, I feel like going to work	0	1	8	36	55	**4.45** Agree
					AWM	**4.22** **Agree**

As shown in figure 2, the data revealed the overall mean scores on culture of professionalism, most of the teachers agree which constitute a mean of 46.89, strongly agree of 37.44, neutral 12.15, 2.30 disagree and 1.78 strongly disagree.
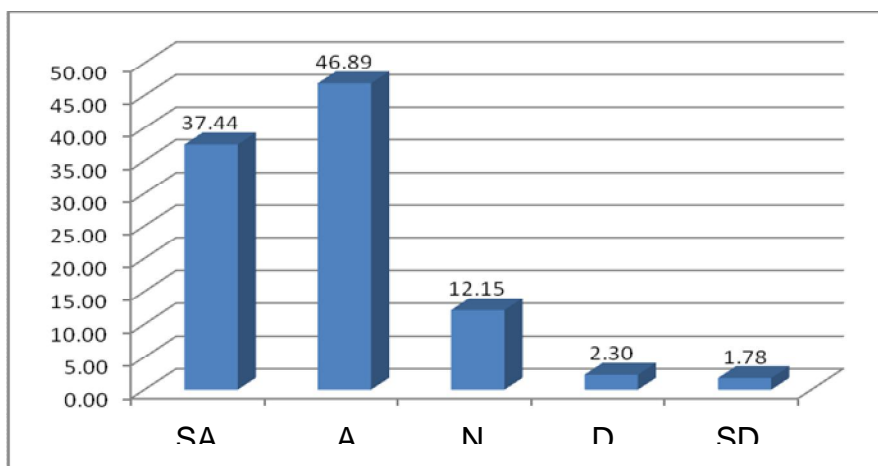
Figure 2. **Overall Mean Scores on Culture of Professionalism**
Perception of the Code of Ethics for Professional Teachers
The perceptions of the code of ethics for professional teachers was measured through strongly disagree, disagree, neutral, agree and strongly agree. This is shown in Table 7.

Table 7 The Perceptions of the Teachers on the Code of Ethics for Professionals

Statement	Strongly Disagree f	Disagree f	Neutral F	Agree f	Strongly Agree F	WM	Des-crip-tion
The Teacher and the State							
Every teacher or school official shall actively help carry out the declared policies of the	0	3	7	32	58	**4.45**	Agree

state, and shall take an oath to this effect.

In the interest of the State and of the Filipino people as much as of his own, every teacher shall be physically, mentally and morally fit.	2	1	3	24	70	**4.59** Agree
Every teacher shall possess and actualize a full commitment and devotion to duty.	2	0	2	29	67	**4.59** Agree
Every teacher shall vote and shall exercise all other constitutional rights and responsibility.	2	0	3	28	67	**4.58** Agree
A teacher shall not use his position or official authority or influence to coerce any other person to follow any political course of action.	2	4	3	23	69	**4.51** Agree
					AWM	**4.54 Agree**

The Teacher and the Teaching Community

A teacher is not entitled to claim credit or work not of his own, and shall give due credit for the work of others which he may use.	1	2	8	38	52	**4.37** Agree
Before leaving his position, a teacher shall organize for whoever assumes the position such records and other data as are necessary to carry on the work.	0				1	
A teacher shall hold inviolate all confidential information concerning associates and the school, and shall not divulge to anyone documents which has not been officially released, or remove records from files without permission.	0				2	

It shall be the responsibility of every teacher to seek correctives for what may appear to be an unprofessional and unethical conduct of any associates. However, this may be done only if there is incontrovertible evidence for such conduct.	0	1
A teacher may submit to the proper authorities any justifiable criticism against associates, preferably in writing, without violating the right of the individual concerned.	0	1
Every teacher shall participate in the Continuing Professional Education (CPE) program of the Professional Regulation Commission, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.	1	2

School Officials, Teachers, and Other Personnel

School officials, teachers, and other school personnel shall consider it their cooperative responsibility to formulate policies or introduce important changes in the system at all levels.	2	2
All school officials shall at all times show professional courtesy, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened directions.	2	1
School official shall encourage and attend the professional growth of all teacher under them such as recommending them for promotion, giving them due recognition for meritorious performance, and allowing them to participate in conference in training programs.	3	0
No school officials shall dismiss or recommend for dismissal a teacher or other subordinates except for cause.	2	0
School authorities concern and shall ensure that	1	2

public school teacher are employed in accordance with pertinent civil service rules, and private school teachers are issued contracts specifying the terms and conditions of their work; provided that they are given, if qualified, subsequent permanent tenure, in accordance with existing laws.

A teacher shall maintain at all times a dignified personality which could serve as a model worthy of emulation by learners, peers and all others.

As illustrated in the table, among of the 5 indicators in the attitude towards the code of ethics for professional teachers, "The teachers as a person" got the highest average weighted mean of 4.59 described as agree. The statement "A teacher shall always recognize the Almighty God as guide of his own destiny and of the destinies of men and nations" got the highest weighted mean of 4.68 described as strongly agree which means that the teachers put things first to God before anything else because they believed that only God made our destiny and even to our country. Meanwhile, "The teacher and the state" has an average weighted mean of 4.54; "School officials, teachers and other personnel" has an average weighted mean of 4.50; "The teachers and learner an average weighted mean of 4.48; and "The teacher and the teaching community" an average weighted mean of 4.46. All of them described as agree which implies that all teachers abide all the work ethics for professional teachers.

Table 8 Teaching Performance of the Faculty

Variable	Frequency	Percent
Teaching Performance		
No Rating (New Faculty)	3	2.9
Very Satisfactory	85	82.5
Outstanding	15	14.6
Total	**103**	**100.0**

As depicted in the table, most of the respondents 85 or 82.5 percent obtained a "Very Satisfactory" performance rating while 15 or 14.6 percent belonged to "Outstanding" category. This means that most of the teachers are rated very satisfactory which indicates a very good performance of the teachers.
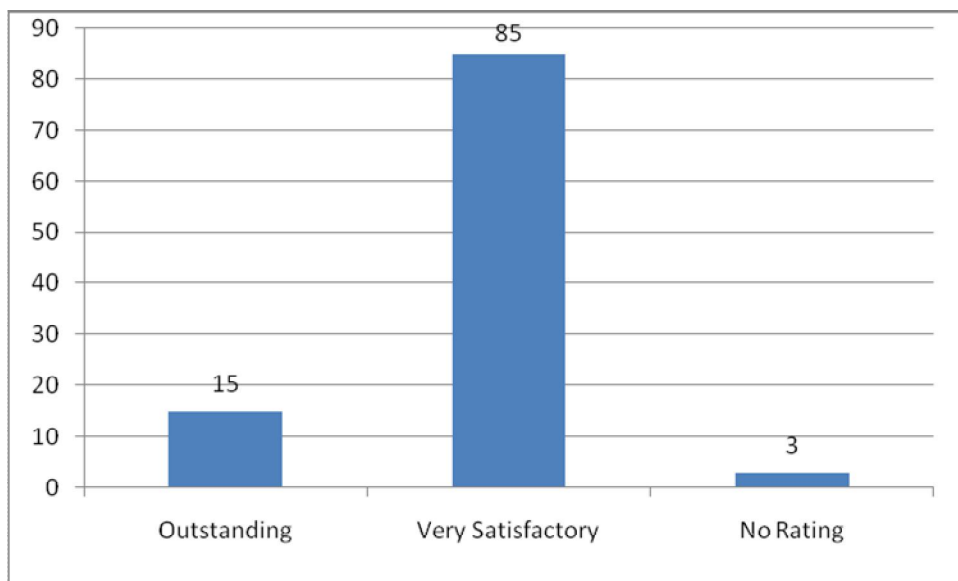
Figure 3. Teaching Performance of the Faculty

Relationship of Variables

This section includes the significant relationship between the profile of the faculty member and the culture of professionalism; and the relationship between the culture of professionalism and the teaching performance of the faculty. These are presented in Table 9 and 10.

Table 9 Relationship between the Profiles of the Faculty Member and the Culture of Professionalism

Variables	Df	Chi-Square Value	Asymp. Sig.	Interpretation
Age and Culture of Professionalism Measures	99	78.584	0.935	Not Significant
Age and Perceptions of Code of Ethics for Professional Teachers	99	70.329	0.987	Not Significant
Sex and Culture of Professionalism Measures	3	2.595	0.458	Not Significant
Sex and Perceptions of Code of Ethics for Professional Teachers	3	7.704	0.053	Not Significant
Highest educ. attain & Culture of Professionalism Measures	12	26.891	0.008	Highly Significant

Highest educ. attain & Perceptions of Code of Ethics for Professional Teachers	12	9.133	0.692	Not Significant
No. of years in teaching and Culture of Professionalism Measures	75	56.308	0.947	Not Significant
No. of years in teaching and Perceptions of Code of Ethics for Professional Teachers	75	81.849	0.275	Not Significant
Employment Status & Culture of Professionalism Measures	06	4.457	0.615	Not Significant
Employment Status & Perceptions of Code of Ethics for Professional Teachers	06	8.132	0.229	Not Significant
Monthly Family Income & Culture of Professionalism Measures	63	76.904	0.112	Not Significant
Monthly Family Income & Perceptions of Code of Ethics for Professional Teachers	63	78.597	0.089	Not Significant
Area of Specialization & Culture of Professionalism Measures	75	66.312	0.753	Not Significant
Area of Specialization & Perceptions of Code of Ethics for Professional Teachers	75	53.620	0.971	Not Significant

As illustrated in Table 9, the result shows the significant relationship between the profile of the faculty members and the culture of professionalism. The computed values for age, sex, number of years in teaching, employment status, monthly family income and area of specialization were greater than p-value at $\alpha = 0.01$ The hypotheses were accepted or not significant. This means that age, sex, number of years in teaching, employment status, monthly family income and area of specialization did not affect the culture of professionalism.

Meanwhile, computed value for highest educational attainment was less than the p-value at $\alpha = 0.01$. The hypothesis was rejected or highly significant. This means that highest educational attainment affect the culture of professionalism.

Table 10 Relationship between the Perceptions of Professionalism and   the Teaching Performance of the Faculty

Variables		df	Chi-Square Value	Asymp. Sig.	Interpretation
Performance Perceptions Professionalism	& of	06	3.400	0.757	Not Significant
Performance Perceptions of Code of Ethics for Professional Teachers	&	06	1.712	0.860	Not Significant

As gleaned in Table 10, the result shows the significant relationship between culture of professionalism and teaching performance of the faculty members. The computed values were greater than p-value at $\alpha = 0.01$ The hypotheses were accepted or not significant. This means that the culture of professionalism did not affect the teaching performance of the faculty members.

(1) Conclusions

Based from the findings of the study, the following conclusions are drawn: In the profile of the respondents, most of them were at the middle-aged, teaching profession is most particularly by the females, majority of the faculty members are having units in masters' degree program, they are still young in the service, there were more part-time than regular faculty, and received an average family income. The other faculty had different area of specialization which comprises all the subjects in higher education. Most of the teachers had only 1-2 preparations and focused on teaching, no time in production and extension activity, majority of the teachers have not conducted research activity and have not attended seminars and trainings. On the other hand, most of the teachers agree on the culture of professionalism measures. Meanwhile, all of faculty described as high which implies that all teachers abide all the work ethics for professional teachers As regards to teaching performance of the faculty, most of the teachers rated very satisfactory which indicates a very good performance of the teachers. In the relationship of variables, the significant relationship between the profile of the faculty members and the culture of professionalism, the hypotheses were accepted or not significant. Meanwhile, the highest educational attainment was highly significant to the culture of professionalism.

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