
TEACHERS COMPLIANCE OF REPUBLIC ACT 6713 AND THEIR PERFORMANCE LEVEL: BASIS FOR FACULTY ENHANCEMENT PROGRAM

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ABSTRACT

The study was conducted to determine the teachers compliance of Republic Act 6713 or the Code of Conduct and Ethical Standards for Government Officials and Employees and its effects on teaching performance of the secondary teachers of national high schools in the Division of Cagayan de Oro. The respondents of the study were the 300 secondary teachers of the 22 national high schools of Cagayan de Oro City, both in District I and District II. The descriptive method of research was used in this study. Thus, the study involved populations with almost similar demographic attributes with common outstanding features that distinguishes them from other groups in a specific location. The questionnaires were items taken from Republic Act 6713 otherwise known as the Code of Conduct and Ethical Standards for Public Officials and Employees, National Competency Based Standards for Teachers and the STAR Observation Technique. Stratified random sampling was used to determine the number of respondents. The weighted mean of each item of the questionnaires was determined; The null hypothesis of the relationship between the variables of the study were tested by means of the Pearson r Product Moment Coefficient of Correlation; T-test was used to find out if there is a significant difference between the respondents' profile and their compliance with RA 6713 and their teaching performance. On the basis of results and findings, respondents' profile as to gender, age, teaching experience, teaching position' educational qualification and family monthly income did not differ significantly to the level of teachers' compliance to RA 6713. Therefore, regardless of gender, age, experience, teaching position, educational qualification and family background, they do not differ on their performance. They relatively have the same performance. As the statistic shows, there is a positive and significant relationship between the teachers' compliance to RA 6713 with respect to Commitment to public interest; Professionalism; Justness and sincerity; Political neutrality; Responsiveness to the public; Nationalism and patriotism; Commitment to democracy; and Simple living. Which means, the higher the level of the professionalism among teachers it is expected that there is also a higher the compliance among teachers to RA 6713 respectively. This is also true with the other indicators as stated in the said Republic Act.

KEYWORDS: *Teachers Compliance, RA 6713, Teachers' performance, Faculty Development*

INTRODUCTION

The right of the individual to acquire quality education is upheld by the state. For this reason, schools which are managed by the government are concerned with the quality and quantity of work which the faculty members perform. Public school teachers are expected to exert maximum effort toward the formation of students into well-rounded individuals who are able to contribute their knowledge and skills for the maintenance of an accelerating rate of social and economic progress.

Article 28 of the Bill of Rights states that States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: make primary education compulsory and available free to all; encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need; make higher education accessible to all on the basis of capacity by every appropriate means; make educational and vocational information and guidance available and accessible to all children; take measures to encourage regular attendance at schools and the reduction of drop-out rates. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.³ States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the

world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

There is no doubt that teachers are expected to master the subject matter which they impart to the students. However, concomitant to this characteristic is the capacity to uphold the Code of Conduct and Ethical Standards for Public Officials and employees and to sustain the quality of their teaching performance, which are important prerequisites to being an important member of an educational institution. These two aspects of organizational behavior lead towards productivity and quality of output that characterize effective teaching (Robbins, 2013)

However, at this time when much value is placed for leisure and the reduction of stress among workers of various professions, there are possibilities that teachers are inclined to turn their attention towards other activities that may relieve them of routine, hard and menial work. Furthermore, the change in social values may affect the teachers' perspective of work and the corresponding responsibility to comply with the general and specific objectives of the teaching-learning process. The emphasis on the acquisition of material benefits with less effort predominates in many organizations today, as employees become engrossed with benefits and privileges rather than the desire to perform their work with the welfare of the end users in mind. This situation becomes a challenge to the teachers' adherence to ethical standards and may affect their efficiency and dedication to work. If the effects are adverse, the students are also adversely affected. At this juncture, the process of supervision also becomes challenging to the ideal of administrative and supervisory responsibility (Sercome 2010).

Ethics are codes of conduct which govern the decision – making and behavior of an individual or group of individuals. The work ethics upheld by the members of an organization have significant implications for those who are concerned with the services rendered by the organization, such as a school system. Consequently, the various sectors in the organization bind themselves toward the compliance with a code of ethics (Rue and Byars, 2014).

Another important dimension of work behavior among teachers is teaching performance. The desire to perform in order to meet supervisory expectations and to produce learners who will be desirable members of society are important factors that induce a teacher to manifest a high level of teaching performance. The sense of accomplishment that comes with the knowledge that a teacher has succeeded in moulding the youth gives rise to the feeling of satisfaction in being the unsung heroes in the development of the country (Goodlad, 2010).

The compliance to the code of conduct and ethical standards and the quality of the teaching performance of the teachers of the national high schools need to be studied because of the critical role of secondary school teachers in the formation of the youth. The relationship between the national high school teachers' compliance to Republic Act No. 6713 and their effects on teaching performance needs to be determined because the effectiveness of the teachers at this level can comprise the difference between success and failure in the delivery of instruction in Cagayan de Oro City. For this reason, this study is conducted.

Statement of the Problem

This study was conducted to determine the teachers compliance of Republic Act 6713 or the Code of Conduct and Ethical Standards for Government Officials and Employees and its effects on the performance of the secondary teachers of national high schools in the Division of Cagayan de Oro City during the school year 2015 - 2016, in order to design a faculty development program.

Specifically this study sought to answer the following questions:

1. What is the respondents' profile in terms of:
 - 1.1. Gender;
 - 1.2. Age;
 - 1.3. Teaching experience;
 - 1.4. Teaching position;
 - 1.5. Educational qualification; and
 - 1.6. Family monthly income?
2. What is the level of teachers compliance to Republic Act 6713 on the basis of the following:
 - 2.1. Commitment to public interest;

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- 2.2. Professionalism;
 - 2.3. Justness and sincerity;
 - 2.4. Political neutrality;
 - 2.5. Responsiveness to the public;
 - 2.6. Nationalism and patriotism;
 - 2.7. Commitment to democracy; and
 - 2.8. Simple living?
 3. What is the level of teaching performance of the secondary school teachers in the following:
 - 3.1. National Content Based Teachers Standards
 - 3.1.1. Diversity of learners
 - 3.1.2. Content and Pedagogy
 - 3.1.3. Planning, Assessing, Reporting Learner's Outcomes
 - 3.1.4. Learning Environment
 - 3.1.5. School, home, community linkages
 - 3.1.6. Social regard for learning
 - 3.1.7. Personal social growth and Professional development
 - 3.2. STAR
 - 3.2.1. Situation
 - 3.2.2. Task
 - 3.2.3. Action
 - 3.2.4. Result
 4. Is there a significant difference between the teachers' level of compliance to Republic Act 6713 when grouped according to:
 - 4.1. Gender;
 - 4.2. Age;
 - 4.3. Teaching experience;
 - 4.4. Teaching position;
 - 4.5. Educational qualification; and
 - 4.6. Family monthly income?
 5. Is there a significant relationship between their teaching performance in compliance with RA 6713 when grouped according to:
 - 5.1. Commitment to public interest;
 - 5.2. Professionalism;
 - 5.3. Justness and sincerity;
 - 5.4. Political neutrality;
 - 5.5. Responsiveness to the public;
 - 5.6. Nationalism and patriotism;
 - 5.7. Commitment to democracy; and
 - 5.8. Simple living?
 6. To what extent does the compliance of RA 6713 contribute to the teaching performance of secondary school teachers of Cagayan de Oro City?
 7. What are the result of the in – depth interview conducted to the teacher respondents?

FRAMEWORK

Republic Act 6713 otherwise known as the Code of Conduct and Ethical standards for Public Officials and Employees is an act establishing a code of conduct and ethical standards for public officials and employees, to uphold the time honoured principle of public office being a public trust, granting incentives and rewards for exemplary service, enumerating prohibited acts and transactions and providing penalties for violations thereof and for other purposes. It is the policy of the State to promote a high standard of ethics in public service. Public officials and employees shall at all times be accountable to the people and shall discharge their duties with utmost responsibility, integrity, competence, and loyalty, act with patriotism and justice, lead modest lives, and uphold public interest over personal interest. http://www.lawphil.net/statutes/repacts/ra1989/ra_6713_1989.html

On the other hand, nearly everyone agrees that great teachers are critical to student success – and that our schools have not done nearly enough to evaluate teachers accurately and use this information to improve educational quality. Increasingly, school districts, and teachers’ unions are advancing evaluation reform through legislation and by negotiating changes to collective bargaining agreements. This has compelled education leaders and policy makers to grapple with difficult issues that have received only lip service in the past: To help all teachers reach their full potential in the classroom. To ensure that teachers love their jobs, so that the best teachers want to keep teaching and to address consistently ineffective teaching fairly but decisively. One cannot address any of these issues without better teacher evaluation systems.

There is a need for evaluation. Evaluations should provide all teachers with regular feedback that helps them grow as professionals, no matter how long they have been in the classroom. Evaluations should give schools the information they need to build the strongest possible instructional teams, and help districts hold school leaders accountable for supporting each teacher’s development. Most importantly, they should focus everyone in a school system, from teachers to the superintendent, on what matters most: keeping every student on track to graduate from high school ready for success in college or a career (www.tntp.org*info@tntp.org).

For more than two decades, the policymakers have undertaken many and varied reforms to improve schools, ranging from new standards and tests to redesigned schools, new curricula and new governance models. One important lesson from these efforts is the repeated finding that teachers are the fulcrum determining whether any school initiative tips toward success or failure. Every aspect of school reform depends on highly skilled teachers for its success. This is especially true as educational standards rise and the diversity of the student body increases. Teachers need even more sophisticated abilities to teach more complex curriculum to the growing number of public school students who have fewer educational resources at home, those who are new English language learners, and those who have distinctive learning needs. (Hammond, 2010)

On the other hand, another important tool for this study is the National Competency Based Standards for Teachers (NCBTS). It is an integrated theoretical framework that defines the different dimensions of effective teaching, where effective teaching means being able to help all types of students learn the different learning goals in the curriculum.

The NCBTS provides a single framework that shall define effective teaching in all aspects of a teacher’s professional life in all phases of teacher development. The use of a single framework should minimize confusion about what effective teaching is. The single framework should also provide a better guide for all teacher development programs and projects from the school – level up to the national level.

The competencies in the NCBTS were derived from a) educational theories and empirical research on characteristics learning environment and teaching practices that lead to effective student learning, and b) documented successful practices and programs of schools, divisions, regions, and educational reform projects in different parts of the country. A technical working group was set up to study what types of classroom teaching experiences were associated with high levels of student learning in the Philippines. Then the teaching practices associated with these learning experiences were defined. These practices were then organized and then presented in a series of national, zonal, and sectoral consultations for validation and finalization (http://prime.deped.gov.ph/wp-content/uploads/downloads/2011/09/22June_POPULAR-VERSION-FINAL.pdf)

The independent variable is the Compliance with RA6713 among the teachers of National High Schools and the various dimensions of ethical conduct among the teachers, which includes a commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy, and simple living. The dependent variable is the teaching performance, which comprise National Competency Based Teachers Standards and Star Observation Technique. NCBTS includes diversity of learners, content and pedagogy, planning, assessing, reporting learner outcomes, learning environment, school, home, community linkages, social regard for learning and personal social growth and professional development. The STAR Observation technique includes the situation in the classroom, task, action, and result or the outcomes of the interaction in the classroom. The intervening variable is the profile of teachers which includes gender, age, teaching experience, teaching position, educational qualification and family monthly income.

The relationship between the respondents' profile and their compliance with RA 6713 and teaching performance will be tested. Likewise, the significant difference between the respondents' profile and their compliance with RA 6713 and their teaching performance. Figure 1 presents the schematic diagram showing the interplay of independent, dependent variables and intervening variables..

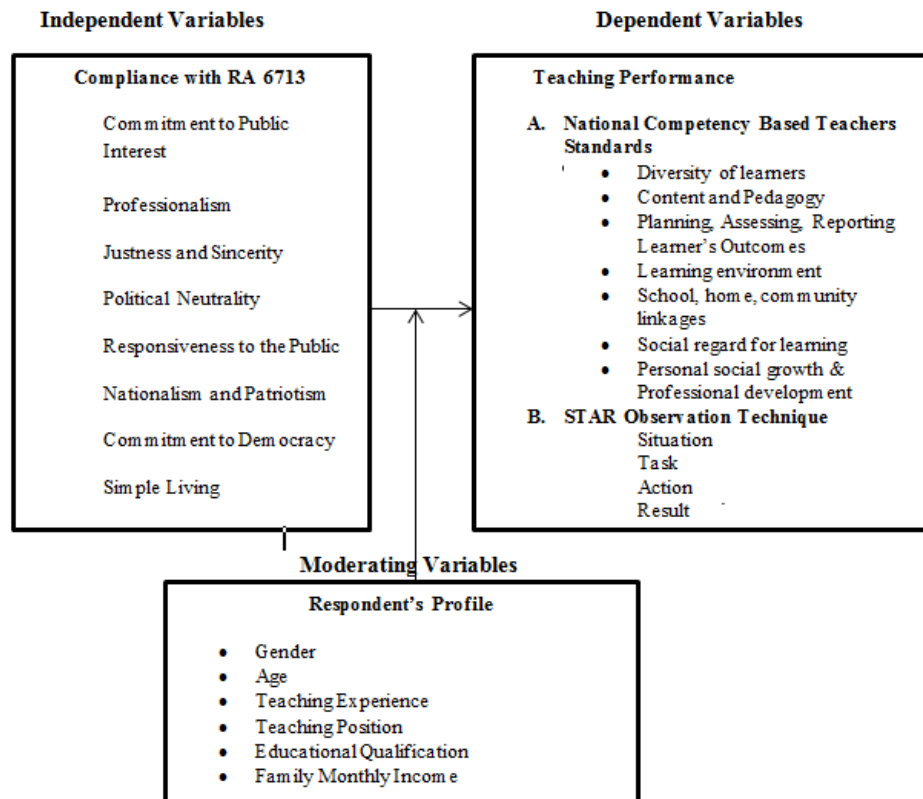


Figure 1. Schematic Diagram Showing the Interplay of Independent and Dependent Variable

METHODOLOGY

Research Design

The descriptive method of research is used in this study. Thus, the study involved populations with almost similar demographic attributes with common outstanding features that distinguishes them from other groups in a specific location. The schools to be included in this study are the National High Schools which are recognized by the Congress. Most of these schools have 20 up to 100 or more teachers. The questionnaires are items taken from Republic Act 6713 otherwise known as the Code of Conduct and Ethical Standards for Public Officials and Employees, National Competency Based Standards for Teachers and the STAR Observation Technique.

Respondents of the Study

The respondents of the study were the 300 secondary teachers of the 22 national high schools of Cagayan de Oro City, both in District I and District II. The following schools are Bayabas National High School, Bulua National High School, Canitoan National High School, Carmen National High School, Balulang National High School, Iponan National High School, Kauswagan National High School, Lumbia National High School, Mambuaya National High School, Perdo Roa, Sr. National High School, and Tagpangi National High School from District I. For District II, Cagayan de Oro National High School, Lapasan National High School, East Gusa National High

School, Indahag National High School, Angeles Sisters National High School, Gusa Regional Science National High School, Cugman National High School, Bugo National High School, and Puerto National High School, Camaman- an National High School and Macasandig National High School. These are the schools recognized by the Congress with General Appropriation Act. These schools were comprised the universe for this study. Stratified random sampling was used to determine the number of respondents.

Table A presents data on the distribution of respondents by school. There are eleven (11) schools in District I and eleven (11) schools in District II, who have plantilla and are therefore have budget allocations.

Research Instruments

The questionnaire has four (4) parts. Part I is the respondents' profile which includes gender, age, teaching experience, teaching position, educational qualification and family monthly income. Part II is the Compliance with Republic Act 6713 questionnaire which includes a commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy, and simple living. Part III is the STAR Observation technique which includes situation, action, task, and the result of the interaction of the teacher and student inside the classroom. And the last part, part IV is the NCBTS or the National Competency Based Standards for Teachers which includes a) diversity of learners b) content and pedagogy c) planning, assessing, reporting learner outcomes d) learning environment e) school, home, community linkages and f) social regard for learning.

Research Setting

This study was conducted in 11 national high schools in District I, and District 2 national high schools of Cagayan de Oro City. The categorization of the national high schools under District I and District II is based on the division of barangays according to legislative districts. These schools are recognized by the Congress and they have their budget allocations.

Cagayan de Oro (Cebuano: Dakbayan sa Cagayan de Oro; Filipino: Lungsod ng Cagayan de Oro) is a first class highly urbanized and capital city of the province of Misamis Oriental in Mindanao (Region X), and part of the growing Metropolitan Cagayan de Oro area, which includes the city of El Salvador.

The city is frequently categorized and referenced according to geographic factors: the 1st District (west of Cagayan River) consisting of 24 barangays, which are mostly suburban, and the 2nd District (east of the river), made up of 17 barangays, including city proper barangays numbering from 1 – 40. Cagayan de Oro is politically subdivided into 80 barangays. It has 57 urbanized barangays and 23 rural barangays all in all. The City of Cagayan de Oro is located along the central coast of the Northern Mindanao Island facing the Macajalar Bay, and is bordered by the municipalities of Opol to the west, Tagoloan to the east, and the provinces of Bukidnon and Lanao del Norte to the south. According to the 2010 census of the population, the city has 602,088 people, and is, therefore the tenth most populated city in the Philippines (https://en.wikipedia.org/wiki/Cagayan_de_Oro).

Data Gathering Procedure

Permission to conduct this was obtained from the Division Superintendent of Cagayan de Oro City. School head's permission was sought out. When permission was granted, questionnaires were given to the different year level coordinators for distribution. The respondents were allowed to complete the questionnaires at their own pace. The researcher was present during the administration of the questionnaires for the purpose of answering questions which the respondents asked for purposes of clarification.

Statistical Treatment

The data gathered was summarized, translated and analysed using the following statistical tools:

1. The weighted mean of each item of the questionnaires was determined.

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2. The null hypothesis of the relationship between the variables of the study were tested by means of the Pearson r Product Moment Coefficient of Correlation.
 3. T-test was used to find out if there is a significant difference between the respondents' profile and their compliance with RA 6713 and their teaching performance.

RESULTS AND DISCUSSION

Profile of the Respondents

The results reveal that female dominated in this study which constitutes 82.33 or there are about 247 of them out of the 300 who participated in this study. On the other hand, male respondents constitute 17.67% or 53 Of the 300 of them who participated in this study. This result is relative to the data presented by the Philippine Commission on Women. Wherein according to the said commission, in the school year 2008-2009, data revealed that 89.58 percent of the public elementary school teachers are female; only 10.42 percent are male teachers. In the public secondary schools, 77.06 percent are female; only 22.94 percent are male teachers. Thus it shows that female teachers really dominated in terms of their number in the teaching profession. It could be implied that the teaching profession is dominated by females.

In terms of age, the majority or 41.67% of the respondents are within the age range between 30 below-50 years old. This data implies, there is a lot of teachers in the field that are still young and has a long way to go for their career development. The data also show that 1% of the teacher-respondents belong to the retirement age. Looking at the result of this distribution it can be gleaned that the data is comparable to the data presented by Dr. Albert through the Philippine Statistics Authority. According to Albert (2013) one may look at the age distribution of the teaching workforce, using data from UNESCO for 2008 and 2009. Specifically, while almost all teachers in elementary education in Malaysia and Indonesia are less than 60 years of age, in the Philippines – almost 15 percent are aged 60 and over. This means that there are still a significant number of teachers whose age range is within the 55 to 60 and above. The result also implies the distribution of ages among the respondents is high. Which means that the respondents come from the different ages, with different views from the different era.

In terms of their teaching experience, it reveals that out of the 300 respondents, the majority of them can be considered senior teachers because they are already in the service for more than 15 years. In this study, 76.34% are having a teaching experience of more than 15 years. In this group it is evident that there is a great number of teachers have been rendering their services for more than 25 years. Thus, they have been serving for more than half of their age. Moreover, the data also show that great number of teachers have a teaching experience of less than 15 years, wherein 24.66% of them took part in this study as respondents. The data implies that, the number of years of teaching experience of the respondents is widely distributed. These teachers have different experiences and different understanding with respect to their profession.

In terms of the teaching position held by the respondents. The data reveals that majority or 77% of the teacher-respondents are holding the teaching position as Teacher I. These teachers holding the Teacher I position are those newly hired teachers or even old teachers who have not earned MA units or they were not able to submit their Evaluation Record form (ERF) for reclassification or even they are waiting for their reclassification. On the other hand there are also a good number of teachers who holds the Teacher III positions, wherein it constitutes 12.33% of the total teacher-respondents. These teachers reach the minimum requirements for the teacher III position as set by the Department of Education. Wherein they must have the following qualifications, MA units or full-fledged, the number of years in the service and other requirements set forth. D.O. 16, s 2015,

This data can be a good baseline to be used by the school heads and those in the position for them to plan for human resource management and programs that may develop the career pathways of the teachers. This human resource management and programs must fit on the needs of the teacher for their career development and

professional development. According to Baumert & Kunter, 2006; Kunter et al., uptake of formal and informal learning opportunities that deepen and extend teachers' professional competence, including knowledge, beliefs, motivation and self-regulatory skills. Thus teachers must be developed professionally and that their career pathways will then be developed and improved.

In terms of educational qualification of the teacher-respondents, the majority of the teacher-respondents have not yet earned masters' degree, wherein 40.67% of them are still in their bachelors' degree and the 40.33% of the total teacher-respondents have started their graduate studies. It was also revealed that, a great number of teachers who took part as a research respondent have already earned master's degree regardless of the area of concentration they took. There were 38 or 12.67% of them have already earned master's degree. On the other hand, there are 14 or 4.57% of the teacher-respondents have at least earned 18 units leading to a doctorate degree. At least these teachers have started pursuing their higher pursuit of learning towards a doctoral degree. At least there are also teacher-respondents who already completed their doctoral degree.

As the demand for higher learning increases, there are teachers who really aimed for higher degrees. According to one of the respondents, the reason why he pursues a doctoral degree "for him to be developed professionally and for him to have a better understanding in teaching as a profession." According to (Ball & Cohen, 1999; Feiman-Nemser, 2001; Putnam & Borko, 2000) as cited by Baumert et. al (2011) modern views of professional development characterize professional learning not as a short-term intervention, but as a long-term process extending from teacher education at the university to in-service training at the workplace. This vision has been embodied by those teachers who continuously studying for professional growth.

In terms of family monthly income, it can be seen that most of the respondents' are having a monthly family income of 20,000 to 30,000 pesos. This income includes the salary and other sources. These respondents comprise the 47.67% or 143 of the 300 of them. However, there are only 10 or 3.33 % of the teacher-respondents whose family income reaches above 50,000 pesos a month.

The average pay for a High School Teacher is PHP 216,617 per year. Most people move on to other jobs if they have more than 20 years' experience in this field. Experience does not have a big impact on this job's salary (http://www.payscale.com/research/PH/Job=High_School_Teacher/Salary)

Compliance of teachers to Republic Act 6713

Table 1 presents the teachers' level of compliance to RA 6713 based on commitment to public interest. This part showcases on how committed the teachers are in terms of public interest. The indicator "*Ensuring efficiency and effectiveness in the compliance of his/her duties*" yields the highest mean (M= 4.36) which means the majority of the teachers has a high level of compliance regarding this part of the said Republic Act.

This suggests that, the teacher-respondents are observing Time on Task. This also indicates that, teachers have the urge to do their jobs efficiently and effectively for them to do their duties well.

As one of the insights of one of the respondents regarding this matter "*Employees should do their task efficiently so that they could do their tasks with quality output*".

On the other hand, the indicators upholding the public interest over that of relative" and "*Upholding public interest over that of friends*" both got the lowest mean of 3.96. This indicates that, the teachers have a high level of compliance regarding this matter as shown in the table.

The overall response of the respondents' on their level compliance to RA 6713 based on commitment to public interest was 4.09. This means that the teacher-respondents who participated in this study has a high regard on their commitment to public interest.

**Table 1. Level of Teachers' Compliance to RA 6713
Based on Commitment to Public Interest**

| Indicators | Mean | Description |
|---|-------------|-------------|
| 1. Making the public interest prevail over personal interest. | 4.01 | High |
| 2. Upholding public interest over that of relatives. | 3.96 | High |
| 3. Upholding public interest over that of close friends. | 3.96 | High |
| 4. Observing economy in the use of public resources | 4.18 | High |
| 5. Ensuring efficiency and effectiveness in the compliance of his/her duties. | 4.36 | Very High |
| Overall | 4.09 | High |

Legend: 1.00 – 1.80 = Very Low; 1.81 – 2.60 = Low; 2.61 – 3.40 = Average; 3.41 – 4.20 = High; 4.21 – 5.00 = Very High

Table 2 presents the level of teachers' compliance to RA 6713 based on professionalism. This part shows on how the teacher-respondents comply on this republic act based on their professionalism. It can be gleaned that the indicator "Performing assigned duties with the highest level of excellence" yields the highest mean (M= 4.39). This shows that the teacher-respondents who participated in this study has a very high compliance in this matter. It is an indication that teachers really perform their jobs at an utmost excellent performance. This also indicates that teachers are selfless. On the other hand, the indicator "Encouraging peers to uphold their integrity as public servants" got the second highest mean (M=4.32) which means teachers has also a very high level of compliance in this matter.

This indicates that teachers are encouraging each other to uphold the integrity of being a public servant. Moreover, the indicator "*Complying with duties without comparing the volume of work to remuneration*" got the lowest mean (M= 4.20) which means teachers are having a high compliance in this matter. This is also an indication that teachers do their tasks and jobs without any complain.

The overall rating of this part of the said Republic Act as manifested by the teachers is 4.28. This means the teachers are able to do their duties and responsibilities professionally, and that they are doing their jobs within the bound of being as a public servant as mandated by the law. This could also mean that teachers have a very high level of compliance with this part of the said republic act. This indicates that teachers have a very high regard on their profession and as public servants.

**Table 2. Level of Teachers' Compliance to RA 6713
Based on Professionalism**

| Indicators | Mean | Description |
|--|------|-------------|
| 1. Performing assigned duties with the highest level of excellence. | 4.39 | Very High |
| 2. Serving the public without regard to time. | 4.22 | Very High |
| 3. Complying with duties without comparing the volume of work to remuneration. | 4.20 | High |

| | | |
|--|-------------|------------------|
| 4. Encouraging excellence among peers. | 4.27 | Very High |
| 5. Encouraging peers to uphold their integrity as public servants. | 4.32 | Very High |
| Overall | 4.28 | Very High |

Legend: 1.00 – 1.80 = Very Low; 1.81 – 2.60 = Low; 2.61 – 3.40 = Average; 3.41 – 4.20 = High; 4.21 – 5.00 = Very High

Table 3 presents the level of teachers' compliance with RA 6713 base on justness and sincerity. This part shows how just and sincere the teachers in dealing with their students and all those who surrounds him/her.

It can be gleaned that the statement 'Respecting the rights of his/her colleague got the highest mean of 4.70 and it means they are always doing it. This implies that the teachers' pay respect to the rights of their colleagues regardless of their profiles, religion, family background or their cultural background. As what one of the respondents said "*Respect begets respect, all of the creatures on earth deserve respect*" on the other hand, teachers also possess very high compliance with the other indicators such as: Working always for the welfare of the students, Treating the students equally, Adhering to educational goals in the performance of duties, Respecting the rights of his colleagues, Treating the students' parents equally.

The overall view on justness and sincerity was 4.63 which means, teachers have a very high compliance on observing justness and sincerity towards their students, colleagues and to their superior. This indicates a good relationship towards others. This result implies that, the teachers are very much concerned with the welfare of their students wherein teachers will do the utmost of their ability for their clients which are the students.

Moreover, it can be seen that teachers possess neutrality and they pay respect to others and they treat everyone equally.

**Table 3. Level of Teachers' Compliance to RA 6713
Based on Justness and Sincerity**

| Indicators | Mean | Description |
|--|-------------|------------------|
| 1. Working always for the welfare of the students. | 4.61 | Very High |
| 2. Treating the students equally. | 4.66 | Very High |
| 3. Adhering to educational goals in the performance of duties. | 4.51 | Very High |
| 4. Respecting the rights of his/her colleagues. | 4.70 | Very High |
| 5. Treating the student's parents equally. | 4.67 | Very High |
| Overall | 4.63 | Very High |

Legend: 1.00 – 1.80 = Very Low; 1.81 – 2.60 = Low; 2.61 – 3.40 = Average; 3.41 – 4.20 = High; 4.21 – 5.00 = Very High

Table 4 presents the level of teachers' compliance to RA 6713 based on political neutrality. This part shows the teachers' level of compliance in terms of their political neutrality. The table reveals that the indicator "*Treating the students equally*" got the highest mean of 4.59 which indicates that teachers have a very high compliance in this indicator. It is an indication that teachers are respecting the students equally regardless of their religious affiliation, their intelligence level, their learning styles and other aspect of the student.

As mentioned by one of the teacher-respondents regarding this statement, “*Teachers must treat their learners equally; this would rise to a just classroom*”.

In general, the level of compliance of the teachers was (M=4.30) it means that teachers have a very high compliance with respect to political neutrality.. This result also indicates that, the teachers are doing their jobs for the welfare of their clients, which are the students, the parents and other stakeholders.

**Table 4. Level of Teachers’ Compliance to RA 6713
Based on Political Neutrality**

| Indicators | Mean | Description |
|--|-------------|------------------|
| 1. Working always for the welfare of the students. | 4.53 | Very High |
| 2. Treating the students equally. | 4.59 | Very High |
| 3. Adhering to educational goals in the performance of duties. | 4.29 | Very High |
| 4. Respecting the rights of his/her colleagues. | 4.11 | High |
| 5. Treating the student’s parents equally. | 3.96 | High |
| Overall | 4.29 | Very High |

Legend: 1.00 – 1.80 = Very Low; 1.81 – 2.60 = Low; 2.61 – 3.40 = Average; 3.41 – 4.20 = High; 4.21 – 5.00 = Very High

Table 5 presents the teachers’ compliance to RA 6713 based on responsiveness to public. This part shows the compliance of the teachers in terms of their responsiveness to the public. As it shown, the indicator “ give service to everyone regardless of political affiliation” got the highest mean(M= 4.43) with an interpretation very high compliance among teachers. This means that the teachers do not choose to whom they will give their services regardless of political views.

On the other hand, the statement “Giving the same quality of service to all students” has the second highest mean (M=4.38) this also means teachers have high compliance to this matter. This implies that the teachers just in giving services to their students. They are treating them equally, regardless of what they are and who the students are. As mentioned by one of the teacher-respondents “Teachers are teachers for everyone, teachers are there to give services that the clients need.”

Generally it can be gleaned that teachers’ level in this provision of the law is (M= 4.29) which means teachers have a very high compliance with this section of this Republic Act.

This also implies that the teachers are aware of their responsibility as public servants. They are upholding their promise to be just to their clients, the students, the parents and all other stakeholders.

**Table 5. Level of Teachers' Compliance to RA 6713
Based on Responsiveness to the Public**

| Indicators | Mean | Description |
|--|-------------|------------------|
| 1. Give service to everyone regardless of political affiliation. | 4.43 | Very High |
| 2. Giving the same quality of service to all students | 4.38 | Very High |
| 3. Excluding discussions of partisan politics in the classes. | 4.32 | Very High |
| 4. Encouraging co-teachers to uphold political neutrality. | 4.15 | High |
| 5. Avoiding political discussions with colleagues. | 4.19 | High |
| Overall | 4.30 | Very High |

Legend: 1.00 – 1.80 = Very Low; 1.81 – 2.60 = Low; 2.61 – 3.40 = Average; 3.41 – 4.20 = High; 4.21 – 5.00 = Very High

Table 6 presents the level of teachers' compliance to RA 6713 based on nationalism and patriotism. This part shows how the teachers love the country. It can be gleaned that, the indicator "*Being present during the flag raising ceremony*" got the highest mean (M= 4.42) which indicates a very high compliance in this part of Republic Act 6713. This means that the teachers are always present during the flag raising ceremony at school. This is their way of showing their love to the country, by giving respect to the flag as it being raised during the ceremony. They have to wake up early for them to catch the early schedule of the ceremony.

On the other hand, the statement "Promoting the use of locally produced goods." Got the second highest mean of 4.22, this means that teachers are promoting the products that are locally produced.

In general, teachers are showing nationalism and shows love for their country. Generally it yielded a mean of (M= 4.24) it indicates also that teachers have a very high compliance on nationalism and patriotism. This is an indication that teachers are upholding their heritage as a Filipino. Teachers are ready to defend the country for whatever issues that arises. As what they pledge to the country has mentioned. "*Iaalay ko ang aking buhay, pangarap at pagsisikap sa bansang Pilipinas*". Teachers are ready for anything to defend the country. They are ready to offer their time for the country. Teachers are showing that they are the role models for their students especially on upholding patriotism.

**Table 6. Level of Teachers' Compliance to RA 6713
Based on Nationalism and Patriotism**

| Indicators | Mean | Description |
|--|-------------|------------------|
| 1. Being present during the flag raising ceremony | 4.42 | Very High |
| 2. Encouraging students to read accounts regarding the lives of great Filipinos. | 4.14 | High |
| 3. Promoting the use of locally produced goods. | 4.22 | Very High |
| 4. Defending the Filipino people when controversial issues over rights arise. | 4.21 | Very High |
| 5. Convincing the students of the rights of Filipinos of Filipinos to prevent foreign intrusion. | 4.19 | High |
| Overall | 4.23 | Very High |

Legend: 1.00 – 1.80 = Very Low; 1.81 – 2.60 = Low; 2.61 – 3.40 = Average; 3.41 – 4.20 = High; 4.21 – 5.00 = Very High

Table 7 presents the level of teachers' compliance to RA 6713 based on commitment to democracy. This part shows how the teachers observe democracy based on their commitments. It can be gleaned that, the statement "*Upholding freedom of religion in the community*" got the highest mean of (M=4.56) which means very high compliance. This means that, teachers always upholds the freedom of religion in the community. They pay respect to the people in the community, regardless of their religious beliefs.

Moreover, the indicator "*Upholding the right of students to self- expression*" got the second highest mean of (M=4.20) which means the teachers upholds the rights of the students to the expression. They allow their students to express to whatever medium they use.

Generally, the teachers' level of compliance towards to RA 6713 based on commitment to democracy is (M=4.48) which indicates a very high compliance among teachers regarding this provision of Republic Act 6713. This implies that, the teachers are always upholding the spirit of democracy in their community, in their school and in their classroom. They inculcate freedom, democracy to everyone regardless of beliefs, culture and the profile of anyone. It can also be implied that teachers embodied democracy in their fields

**Table 7. Level of Teachers' Compliance to RA 6713
Based on Commitment to Democracy**

| Indicators | Mean | Description |
|--|-------------|------------------|
| 1. Upholding the right of students to self- expression. | 4.40 | Very High |
| 2. Upholding loyalty to the country over loyalty to persons or the party | 4.32 | Very High |
| 3. Maintaining the principle of public accountability | 4.39 | Very High |
| 4. Upholding freedom of religion in the community. | 4.56 | Very High |
| 5. Defending the supremacy of civilian authority over the military. | 4.24 | Very High |
| Overall | 4.38 | Very High |

Legend: 1.00 – 1.80 = Very Low; 1.81 – 2.60 = Low; 2.61 – 3.40 = Average; 3.41 – 4.20 = High; 4.21 – 5.00 = Very High

Table 8 shows the level of teachers' compliance to RA 6713 based on simple living. This part shows how the teachers' lifestyle and how they deal with their living. It can be gleaned that two indicators "*Observing a lifestyle that is appropriate to his/her position*" and "*Requiring the family members to lead simple lives*" both got the highest mean based on the responses of the teacher-respondents which is 4.51 and it indicates a very high compliance among teachers regarding this provision of the Republic Act 6713. This means teachers just live within their means and they live with what they have and based from the needs of their family. This is due to their salary that is just enough for the needs of their family, such as food, shelter and clothing. A teacher could only have an average income of 25,000 a month. This is just enough for them to survive, example a teacher 1 could receive a monthly salary of 19,000 plus the PERA ACA of 2000, this means that they could have a gross of 21,000 a month, but this 21,000 a month will be deducted with their income tax and other deductions plus their loans from the banks and other lending institutions.

Looking at the table, generally it can be gleaned that, the level of teachers' compliance to RA 6713 based on simple living is 4.48 which means they are living with a simple lifestyle. This simple lifestyle is due to their limited resources and income. With this, it is a challenge to the government making at least a move to give a significant increase on the basic monthly salary of the teachers. Teachers adhere to a simple but a decent lifestyle. This is in relation to what is in the RA 4670 which states Sec. 1. Declaration of Policy. *It is hereby declared to be the policy of this Act to promote and improve the social and economic status of public school teachers, their living and working conditions, their terms of employment and career prospects in order that they may compare favorably with existing opportunities in other walks of life, attract and retain in the teaching profession more people with the proper qualifications, it being recognized that advance in education depends on the qualifications and ability of the teaching staff and that education is an essential factor in the economic growth of the nation as a productive investment of vital importance*, this act promote a good living condition among public school teachers in the land.

**Table 8. Level of Teachers' Compliance to RA 6713
Based on Simple living**

| Indicators | Mean | Description |
|---|-------------|------------------|
| 1. Living within his/her income level | 4.47 | Very High |
| 2. Observing a lifestyle that is appropriate to his/her position. | 4.51 | Very High |
| 3. Showing moderation in the use of basic commodities | 4.45 | Very High |
| 4. Requiring the family members to lead simple lives. | 4.51 | Very High |
| 5. Refraining from ostentatious display of wealth | 4.48 | Very High |
| Overall | 4.48 | Very High |

Legend: 1.00 – 1.80 = Very Low; 1.81 – 2.60 = Low; 2.61 – 3.40 = Average; 3.41 – 4.20 = High; 4.21 – 5.00 = Very High

Level of teaching performance of the secondary school teachers

Table 9 shows the level of performance of the secondary school teachers in the National Content-Based Teachers Standards based on diversity of learners. This shows the teachers' teaching performance on National Content-based teachers' standards based on how the teachers' addresses the diversity of learners. In this table it is revealed that all the indicators in the domain of the diversity of learners were rated by the respondents as "Outstanding".

In a specific indicator analysis, the indicator "*Provides appropriate intervention activities for learners at risk*" got the highest mean rating of (M= 4.40). This indicates that, teachers provide activities that may intervene based on the needs of the students. This is to bridge the d=gap on the students' needs. These needs include, physiological, safety, belongingness and love, esteem needs and self-actualization (Maslow, 1943) as cited by McLeod 2007. On the other hand the indicator "*Paces lessons appropriate to the needs and difficulties of learners*" got the lowest mean rating of 4.33. This indicator got the lowest mean, but it is still within the outstanding level. It also indicates that this is relative to the result of the indicator that got the highest mean. Where teachers are looking for suitable strategies, approaches, and methodologies in teaching the may ignite the interest of students with proper pacing. Thus, if these needs will not be properly addressed it would lead to another problem.

In general, the overall mean rating was 4.37 and described as "Outstanding". It reveals that the majority of the respondents had an outstanding level of teaching performance in the domain related to the diversity of learners. This simply indicates that teachers are conscious enough to the needs of their learners.

Table 9. Level of Teaching Performance of the Secondary School Teachers in the National Content-Based Teachers Standards Based on Diversity of Learners

| Statements | Mean | Description |
|---|-------------|--------------------|
| 1. Sets lesson objectives within the experiences and capabilities of the learners. | 4.37 | Outstanding |
| 2. Utilizes varied techniques and strategies suited to different kinds of learners. | 4.39 | Outstanding |
| 3. Shows fairness in dealing with the learners. | 4.36 | Outstanding |
| 4. Paces lessons appropriate to the needs and difficulties of learners. | 4.33 | Outstanding |
| 5. Provides appropriate intervention activities for learners at risk. | 4.40 | Outstanding |
| Overall | 4.37 | Outstanding |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 10 displays the level of performance of the secondary school teachers in the National Content-Based Teachers Standards based on content and pedagogy. This part showcases on how the teachers perform in their classroom based on their content and pedagogy. This part also shows teachers' content knowledge and how will they do the transfer of learning among students through their pedagogy used in their classroom instructions. According to Baumert, Besser et.al (2013) pedagogical content and content knowledge are key components of teacher competencies that affect students' progress. The table reveals that all the indicators in content and pedagogy domain were rated by the respondents as "Outstanding". This means the teachers are outstanding in their performance in terms of their content and pedagogy.

In a specific indicator analysis, the indicator "*Engages and sustains learner's interest in the subject matter by making content meaningful and relevant*" got the highest mean rating of 4.35 . This means that, the teachers are using appropriate teaching methodology, approach and strategies that may sustain the eagerness of the students to learn. As stated by Shulman (1986) as cited by Baumert, Besser et.al 2013, the teacher need not understand that something is so, the teacher must understand why is it so. Moreover, instructional performance plays a key role in students' learning and academic achievement (Panda, Mohatny, Askantar et.al 2013).

On the other hand, the indicators "*Establishes routines and procedures to maximize use of time and instructional materials*" (M =4.24)and "*Aligns lesson objectives, teaching methods; learning activities and instructional materials*" (M = 4.24) got the lowest mean rating, respectively. Looking at the two indicators, they have similarities, the result also suggests that they there is consistency on the responses of the teachers based on their utilization of learning materials. Hence, they are resourceful enough to look for an appropriate learning material for a particular subject matter.

As illustrated in Table 10, the overall mean rating was 4.27 with a standard deviation of 0.49 and described as "Outstanding". This means that majority of the respondents had an outstanding level of content and pedagogy domain of their teaching performance. This also indicates that the teachers are very eager enough and so visionary to let their students learn a lot through their pedagogy. As what Einstein said "*It is the supreme act of teachers to awaken the joy in creative expression and knowledge*".

Table 10. Level of Teaching Performance of the Secondary School Teachers in the National Content-Based Teachers Standards Based on Content and Pedagogy

| Statements | Mean | Description |
|---|-------------|--------------------|
| 1. Teaches accurate and updated content using appropriate approaches and strategies. | 4.29 | Outstanding |
| 2. Aligns lesson objectives teaching methods; learning activities and instructional materials | 4.24 | Outstanding |
| 3. Encourages learners to use higher order thinking skills in asking questions. | 4.25 | Outstanding |
| 4. Engages and sustains learner's interest in the subject matter by making content meaningful and relevant. | 4.35 | Outstanding |
| 5. Establishes routines and procedures to maximize use of time and instructional materials. | 4.24 | Outstanding |
| Overall | 4.27 | Outstanding |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 11 illustrates the level of performance of the secondary school teachers in the National Content-Based Teachers Standards based on planning, assessing, reporting learner outcomes. This part will give a picture on how the teachers rated their evaluation and assessment skills in their classroom. Since this, has been one of the tasks of the teachers to keep track of the performance and the development of the learners.

The result discloses that majority of the respondents had an outstanding level of teaching performance in keeping accurate records of learners' performance level (M=4.27). This is an indication that teacher-respondents have been updating school records such as; School Form (SF) 1, School Form (SF) 2 also with academic record such as; Form 38A of the report card, Form 137A or the secondary Permanent Record so with School Form (SF) 5 or the Secondary promotion this is to keep track with the students' development.

Moreover, there is also a clear indication that teachers are keeping tract with the academic performance of their students by updating their class records. On the other hand, giving the assignment as reinforcement or enrichment of the lesson (M = 4.21) also yielded a higher mean. This means describes that, teachers are given an assignment among student to facilitate students in studying. .

Moreover, they possessed a very satisfactory level of teaching performance in using non-traditional, authentic assessment techniques when needed (M = 4.18), in providing timely, appropriate reinforcement and feedback to learners' behavior (M = 4.14) and in using appropriate formative summative tests congruent to the lesson (M = 4.00).

However, a closer examination of the table reveals that the item "Keeps accurate records of learners' performance level" got the highest mean rating of 4.27 (Outstanding) while the item "Uses appropriate formative, summative tests congruent to the lesson" got the lowest mean score of 4.00 (Very Satisfactory).

As illustrated in Table 11, the overall mean rating was 4.16 with a standard deviation of 0.52 and described as "Very Satisfactory". This means that the majority of the respondents had a very satisfactory level of planning, assessing, reporting learner outcomes domain of their teaching performance. This could also mean that teachers must still develop their skills on this domain.

Table 11. Level of Teaching Performance of the Secondary School Teachers in the National Content-Based Teachers Standards Based on Planning, Assessing, Reporting Learners' Outcomes

| Statements | Mean | Description |
|--|-------------|--------------------------|
| 1. Provides timely appropriate reinforcement/feedback to learners' behavior. | 4.18 | Very Satisfactory |
| 2. Uses appropriate formative summative tests congruent to the lesson. | 4.00 | Very Satisfactory |
| 3. Uses non-traditional authentic assessment techniques when needed. | 4.14 | Very Satisfactory |
| 4. Keeps accurate records of learners' performance level. | 4.27 | Outstanding |
| 5. Gives assignment as reinforcement or enrichment of the lesson. | 4.21 | Outstanding |
| Overall | 4.16 | Very Satisfactory |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 12 demonstrates the level of performance of the secondary school teachers in the National Content-Based Teachers Standards based on learning environment. This showcase on how the teachers demonstrates on classroom orderliness, cleanliness and even the conduciveness of the classroom environment, classroom is home away from home for teachers and students (Young 2000)..

Table 12 further reveals that all the indicators in learning environment domain were regarded by the respondents as “Outstanding”. Nonetheless, a closer examination of the table reveals that the indicator “*Creates situation that develops a positive attitude among learners towards their subjects and teachers*” got the highest mean rating (M = 4.53). This indicates that, teachers try to make the classroom a positive atmosphere among students. So that they could feel that classroom is their home.

On the other hand, the indicator “Maintains a safe and orderly classroom” (M = 4.38) got the lowest mean rating. Since it got the lowest mean among the indicators, it also indicates that this domain has been regarded by the teachers but it is not being given much priority. But on the lighter side, this indicator also yielded an outstanding rating by the teachers, this is still a clear indicator that teachers would really emphasize orderliness and safety inside their classroom. Still they are doing all of these for the welfare of their learners.

In addition, the overall mean rating was 4.47 described as “Outstanding”. This means that majority of the respondents had an outstanding level of learning environment domain of their teaching performance. They maintain conducive learning environment, safety classroom and a picture of a child-friendly classroom.

Table 12. Level of Teaching Performance of the Secondary School Teachers in the National Content-Based Teachers Standards Based on Learning Environment

| Statements | Mean | Description |
|--|------|-------------|
| 1. Maintains a safe and orderly classroom. | 4.38 | Outstanding |
| 2. Engages learners in differentiated activities for higher learning. | 4.47 | Outstanding |
| 3. Handles behavior problems quickly and with due respect of children's rights. | 4.52 | Outstanding |
| 4. Creates a situation that develops a positive attitude among learners towards their subjects and teachers. | 4.53 | Outstanding |

| | | |
|---|-------------|--------------------|
| 5. Provides gender sensitive opportunities for learning | 4.44 | Outstanding |
| Overall | 4.47 | Outstanding |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 13 illustrates the level of performance of the secondary school teachers in the National Content-Based Teachers Standards based school, home and community linkages. This part shows how the teachers demonstrate the home and community linkages. It exposes that all the indicators in school, home and community linkages domain were rated by the respondents as “Outstanding”. In a specific indicator analysis, the indicator “*Uses community as laboratory for teaching and learning*” got the highest mean rating of 4.51. It indicates that teachers really utilize the community for the students’ lifelong learning. It is a good point that teachers utilize the community as part of their learning tools and as their instructional material.

On the other hand, the indicator “*Encourages learners to apply classroom learning at home and in community*” (M = 4.29) got the lowest mean rating. Since it got the lowest mean, it doesn’t mean that teachers do not encourage students to apply what they have learned in the classroom into their homes. Looking at the result, it is still a good point. This part has not been given greater emphasis among teachers, but still they still do this in their classrooms.

Furthermore, the overall mean rating was 4.35 and described as “Outstanding”. This means that majority of the respondents had an outstanding level of school, home and community linkages domain of their teaching performance. It is a good indication that, teachers really involve the community and the home in their classroom instructions and in their works. They really go out of the box just to give their students with very meaningful learning experiences.

Activities like parents-teachers consultation, home visitation, reading of honors with the presence of the representatives from the Barangay Officials, barangay clean up drive, Teachers Night, feeding programs are annual done by most schools to be able to show the schools’ role in the community.

Table 13. Level of Teaching Performance of the Secondary School Teachers in the National Content-Based Teachers Standards Based on School, Home and Community Linkages

| Statements | Mean | SD | Description |
|---|-------------|-------------|--------------------|
| 1. Involves the community in sharing accountability for learners’ achievement | 4.43 | 0.61 | Outstanding |
| 2. Uses varied and available community resources (human materials) to support learning. | 4.35 | 0.61 | Outstanding |
| 3. Uses community as laboratory for teaching and learning. | 4.51 | 0.60 | Outstanding |
| 4. Shares with the community information on school events and achievements. | 4.37 | 0.64 | Outstanding |
| 5. Encourages learners to apply classroom learning at home and in the community. | 4.29 | 0.64 | Outstanding |
| Overall | 4.35 | 0.66 | Outstanding |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 14 demonstrates the level of performance of the secondary school teachers in the National Content-Based Teachers Standards based social regard for learning. This part showcases on how the teacher-respondents rated their social regard for learning. This entails on school policies, punctuality, attendance, appearance and decorum, and appropriate behavior as manifested by teachers and as a public servant. It discloses that all the indicators social regard for learning domain was rated by the respondents as “Outstanding”.

However, on a specific indicator analysis, the indicator “Observes punctuality in accomplishing tasks and requirements” (M = 4.45) got the highest mean rating. This is an indication that, teacher-respondents who took part in this study are very conscious with time on task.

According to Akiri (2013) the quality of education and performance of students depends on the teachers as reflected in the discharge of their duties. On the other hand, the indicator “*Demonstrates appropriate behavior in dealing with student, superiors and stakeholder*” (M = 4.32) got the lowest mean rating.

It can be gleaned that this indicator got the lowest mean but still outstanding. This must not be neglected even if it yields an outstanding rating, this concern must still be addressed since the students, the parents and other stakeholders are still part and parcel in the operation of the school.

The overall mean rating of the social regard for learning domain was 4.37 and described as “Outstanding”. This means that majority of the respondents had an outstanding level of social regard for learning domain of their teaching performance. Hence, they show a high regard on this social responsibility as a teacher for a better learning of their students as the direct client of their services.

Table 14. Level of Teaching Performance of the Secondary School Teachers in the National Content-Based Teachers Standards Based on SocialRegard for Learning

| Statements | Mean | Description |
|--|-------------|--------------------|
| 1. Abides by and implements school policies and procedures | 4.37 | Outstanding |
| 2. Observes punctuality in accomplishing tasks and requirements | 4.45 | Outstanding |
| 3. Observes punctuality in class attendance and in other occasions | 4.35 | Outstanding |
| 4. Maintains appropriate appearance and decorum at all times | 4.36 | Outstanding |
| 5. Demonstrates appropriate behavior in dealing with students, superiors and stakeholder | 4.32 | Outstanding |
| Overall | 4.37 | Outstanding |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 15 demonstrates the level of performance of the secondary school teachers in the National Content-Based Teachers Standards based personal, social growth and professional development. This part showcases the level of performance among teacher-respondents on their personal, social growth and professional development which includes dignity of teaching, personal qualities, personal philosophy, updating recent educational developments, and teaching performance. It is disclosed that all the indicators in this domain were rated by the respondents as “Outstanding”. This means that teacher- respondents possess an outstanding performance regarding this domain.

However, a closer examination of the table reveals that the item “Updates oneself with the recent developments in education” (M = 4.41, SD = 0.60) got the highest mean rating. This means that majority of the

teachers who took part in this study are keeping themselves to be updated with the latest trends in education. Wherein these latest trends and latest innovations in education were adapted by teachers in their classroom, this is to ensure learning among their students in their classroom. This could be done by reading research journals or even through their classes in their graduate studies.

On the other hand, while the indicator “Maintains stature and behavior that upholds the dignity teaching” (M = 4.27) and “Manifests personal qualities like enthusiasm flexibility caring attitude and others” (M = 4.27) obtained the lowest mean rating.

The overall mean rating of the social regard for learning domain was 4.32 and described as “Outstanding”. This means that majority of the respondents had an outstanding level of personal, social growth and professional development domain of their teaching performance.

Table 15. Level of Teaching Performance of the Secondary School Teachers in the National Content-Based Teachers Standards Based on Personal, Social Growth and Professional Development

| Statements | Mean | Description |
|--|-------------|--------------------|
| 1. Maintains stature and behavior that upholds the dignity teaching. | 4.27 | Outstanding |
| 2. Manifests personal qualities like enthusiasm flexibility caring attitude and others. | 4.27 | Outstanding |
| 3. Demonstrate a personal philosophy of teaching in the classroom. | 4.28 | Outstanding |
| 4. Updates oneself with the recent developments in education. | 4.41 | Outstanding |
| 5. Improves teaching performance based on feedback from mentor students peers superiors. | 4.35 | Outstanding |
| Overall | 4.32 | Outstanding |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 16 displays the descriptive statistics for summary of the level of teaching performance of the secondary school teachers in the seven domains of the national content-based teachers’ standards. This shows the overall performance of the teachers who took part in this study with respect to Content-Based Teachers Standards (NCBTS). It reveals that the majority of the respondents had an outstanding level of teaching performance in the following domains of the national content-based teacher standards: learning environment (M = 4.47); diversity of learners (M = 4.37); school, home and community linkages (M = 4.37); social regard for learning (M = 4.37) personal, social growth and professional development (M = 4.33); and, content and pedagogy (M = 4.27).

However, the respondents obtained a very satisfactory level of teaching performance in planning, assessing, reporting learners’ outcome domain (M = 4.16) of the national content-based teachers’ standards.

Moreover, it can be gleaned that six (6) of the seven (7) domains of the National Content-Based Teachers Standards (NCBTS) have been noted as outstanding based on their means. On the other hand the domain planning, assessing, reporting learners’ outcome has been recorded as the lowest among the seven (7) domains of which it yielded 4.16 which indicates a very satisfactory rating. This implies that, in this part teachers must develop their skills in planning, assessing, and reporting learners’ outcome.

A closer examination of the table reveals that learning environment domain (M = 4.47) got the highest mean rating while planning, assessing, reporting learners’ outcome domain (M = 4.16) obtained the lowest mean rating.

The overall mean rating of the teaching performance on the seven domains of the national content-based teachers' standards was 4.35 and described as "Outstanding". This means that majority of the respondents had an outstanding level of teaching performance considering the national content-based teachers' standards.

Table 16. Descriptive Statistics on Summary of the Level of Teaching Performance of the Secondary School Teachers in the National Content-Based Teachers Standards

| Domain | Mean | Description |
|---|-------------|--------------------|
| 1. Diversity of Learners | 4.37 | Outstanding |
| 2. Content and Pedagogy | 4.27 | Outstanding |
| 3. Planning, Assessing, Reporting Learners' Outcomes | 4.16 | Very Satisfactory |
| 4. Learning Environment | 4.47 | Outstanding |
| 5. School, Home and Community Linkages | 4.37 | Outstanding |
| 6. Social Regard for Learning | 4.37 | Outstanding |
| 7. Personal, Social Growth and Professional Development | 4.32 | Outstanding |
| Overall | 4.35 | Outstanding |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 17 presents the level of teaching performance of the secondary school teachers in the instructional supervision based on the situation dimension of the STAR technique. This part gives picture on teachers' performance in terms of situation as one of the domains in STAR as used as an instructional supervision tool and as basis for instructional support..

The result showed that all the indicators of the situation dimension of the STAR technique in the instructional supervision were rated by the respondents as **Outstanding**. Which means, in terms of situation teachers have an outstanding performance with regards to this matter. It can be gleaned also that the teacher-respondents have a high regard on the situation of the classroom and in terms of the students' needs.

However, a closer examination of the table reveals that the indicator "*Ensuring consistency between teaching strategies and lesson objectives*" (M= 4.46) got the highest mean rating. While the indicators "*Maintaining compatibility between the lessons and instructional objectives*" (M = 4.35) obtained the lowest mean rating. By looking at the result, it can be gleaned that still the extreme indicators were still in the outstanding level. This indicates that teachers are aligning their teaching strategies based on the given competencies as indicated in the curriculum guide as set and prescribed by the Department of Education. It also shows that teachers are utilizing appropriate pedagogy based on the learning competencies. As such, the learning competencies found in the curriculum guide in all subject areas were designed for the learners' needs. Even if the indicator "*Maintaining compatibility between the lessons and instructional objectives*" yielded an outstanding rating, this must not be taken for granted. There might be underlying issues and concerns that need to be addressed such as; the availability of the instructional materials, learners' module, laboratory apparatus and equipment and other material needed for teaching-learning activities.

The overall mean rating of the teaching performance on the situation dimension of the instructional supervision using the STAR technique was 4.42 and described as "Outstanding". This means that majority of the respondents had an outstanding level of situation dimension of their teaching performance during instructional supervision.

Table 17. Level of Teaching Performance of the Secondary School Teachers in Instructional Supervision Based on the Situation Dimension of the STAR Technique

| Indicators | Mean | Description |
|---|-------------|--------------------|
| 1. Clarifying the learning outcomes in the lesson plan | 4.44 | Outstanding |
| 2. Maintaining compatibility between the lessons and instructional objectives | 4.35 | Outstanding |
| 3. Ensuring consistency between teaching strategies and lesson objectives | 4.46 | Outstanding |
| 4. Stating the achievement level which the students should meet | 4.37 | Outstanding |
| 5. Organizing the lesson in accordance with instructional objectives | 4.36 | Outstanding |
| Overall | 4.42 | Outstanding |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 18 demonstrates the level of teaching performance of the secondary school teachers in the instructional supervision based on the task dimension of the STAR technique. This part shows how the teachers perform in terms of their Task as of the domains of STAR as a tool for instructional supervision as one of the basis of the school heads for instructional support for the teachers.

It discloses that all the indicators in the task dimension in the instructional supervision using the STAR technique were rated by the respondents as “Outstanding”. This means that teacher respondents manifest an outstanding performance based on different indicators of this domain.

On a per item analysis, the table clearly shows that the indicator “Avoiding excessive film showing that takes so much time” (M = 4.54) got the highest mean rating this indicates that this indicates that teachers strongly agreed film showing as an activity could utilize more time. This could be time consuming wherein other teaching0-learning task will also be consumed. While the indicator “Allocating more time for discussion than for seat work” (M= 4.39) obtained the lowest mean rating. Thus, this in an indicator that the teachers are more on student-centered activities that may develop students’ skills rather than talking and having discussions the whole period.K-12 curriculum also puts greater emphasis on students’ performance task which is mostly done inside the classroom, such as oral recitation, demonstration of skills, singing, dancing, and problem solving done on the board for math.

The overall mean rating of the teaching performance on the task dimension of the instructional supervision using the STAR technique was 4.48 and described as “Outstanding”. This means that majority of the respondents had an outstanding level of task dimension of their teaching performance during instructional supervision which includes routine for classroom tasks, allocating more time for discussion than seatwork, establishing a balance in the allocation of time between instructional time and independent student activity, allowing the students to spend sufficient time for learning difficult concepts, and avoiding excessive film showing.

Table 18. Level of Teaching Performance of the Secondary School Teachers in Instructional Supervision Based on the Task Dimension of the STAR Technique

| Indicators | Mean | Description |
|---|------|-------------|
| 1. Allocating fixed time frames to routine classroom tasks | 4.49 | Outstanding |
| 2. Allocating more time for discussion than for seat work | 4.39 | Outstanding |
| 3. Establishing a balance in the allocation of time between | 4.47 | Outstanding |

| | | |
|---|-------------|--------------------|
| instructional time and independent student activity. | | |
| 4. Allowing the students to spend sufficient time for learning difficult concepts | 4.50 | Outstanding |
| 5. Avoiding excessive film showing that takes so much time | 4.54 | Outstanding |
| Overall | 4.48 | Outstanding |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 19 shows the level of teaching performance of the secondary school teachers in the instructional supervision based on the action dimension of the STAR technique. This part will show on how the teacher-respondents perform in terms of action as a dimension of STAR as an instructional supervision tool used by the school and as a basis for their instructional support for the teachers. It reveals that majority of the respondents had an outstanding level of teaching performance in the action dimension of the instructional supervision using the STAR technique in the following: using a variety of instructional strategies for different types of subject matter (M = 4.66) and using teacher's, student's and famous person's experiences to enrich the lesson (M = 4.32). This indicates that teachers are innovative enough to look for appropriate activities that will be used in their classroom activities.

Furthermore, they obtained a very satisfactory level of teaching performance in the following: adapting instructional techniques to unexpected classroom situations (M = 4.16); adapting the lessons to the students' needs and interests (M = 4.16) and using instructional strategies that develop the students' analytical skills (M = 4.01).

On a per item analysis, the table clearly shows that the indicator "Adapting instructional techniques to unexpected classroom situations" (M=4.16) got the highest mean rating while the indicator "Using instructional strategies that develop the students' analytical skills" (M = 4.01) obtained the lowest mean rating.

Taken as a whole, the overall mean rating of the teaching performance on the action dimension of the instructional supervision using the STAR technique was 4.13 and described as "Very Satisfactory". This means that the majority of the respondents had a very satisfactory level of action dimension of their teaching performance during instructional supervision.

Table 19. Level of Teaching Performance of the Secondary School Teachers in Instructional Supervision Based on the Action Dimension of the STAR Technique

| Indicators | Mean | Description |
|--|-------------|--------------------------|
| 1. Adapting instructional techniques to unexpected classroom situations | 4.16 | Very Satisfactory |
| 2. Using a variety of instructional strategies for different types of subject matter | 4.66 | Outstanding |
| 3. Using instructional strategies that develop the students' analytical skills | 4.01 | Very Satisfactory |
| 4. Adapting the lessons to the students' needs and interests | 4.16 | Very Satisfactory |
| 5. Using teacher's, student's and famous person's experiences to enrich the lesson | 4.32 | Outstanding |
| Overall | 4.13 | Very Satisfactory |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 20 presents the level of teaching performance of the secondary school teachers in the instructional supervision based on the result dimension of the STAR technique. This part will show on how the teacher-respondents perform in terms of result as a dimension of STAR as an instructional supervision tool used by the school and as a basis for their instructional support for the teachers

It divulges that all the indicators in the result dimension in the instructional supervision using the STAR technique were rated by the respondents as “Outstanding”. It is a clear indication that teachers are result oriented, where teachers are concerned with the students learning outcome, and behavior, so with the classroom environment.

Taking a closer examination of the table, it reveals that the indicator “*Arranging the classroom to fit various learning situations*” (M = 4.60) got the highest mean rating w. This simply means that teachers are also concerned with the structuring of the classroom. While the indicator “*Encouraging positive student behavior*” (M = 4.43) obtained the lowest mean rating. This indicator got the lowest mean, but still can be dealt with an outstanding rating.

Table 20. Level of Teaching Performance of the Secondary School Teachers in Instructional Supervision Based on the Result Dimension of the STAR Technique

| Indicators | Mean | Description |
|--|-------------|--------------------|
| 1. Arranging the classroom to fit various learning situations | 4.60 | Outstanding |
| 2. Applying classroom rules and procedures consistently. | 4.54 | Outstanding |
| 3. Maintaining a positive learning climate for students | 4.50 | Outstanding |
| 4. Encouraging positive student behavior | 4.43 | Outstanding |
| 5. Controlling disruptive student’s disorderly behavior in the classroom | 4.44 | Outstanding |
| Overall | 4.50 | Outstanding |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Table 21 displays the descriptive statistics for summary of the level of teaching performance of the secondary school teachers in the instructional supervision based on the four dimensions of the STAR technique.

It reveals that the majority of the respondents had an outstanding level of teaching performance in the following dimensions of the STAR technique during instructional supervision: result dimension (M = 4.50); task dimension (M = 4.48); and situation dimension (M = 4.39). It further reveals that the respondents obtained a very satisfactory level of teaching performance in the action dimension (M = 4.16) of the STAR technique during the instructional supervision.

A closer examination of the table reveals that result dimension (M = 4.50) got the highest mean rating while action dimension (M = 4.14) obtained the lowest mean rating.

The overall mean rating of the teaching performance on the four dimensions of the STAR technique of the instructional supervision was 4.38 and described as “Outstanding”. This means that majority of the respondents had an outstanding level of teaching performance considering instructional supervision using STAR technique.

Table 21. Descriptive Statistics on Level of Teaching Performance of the Secondary School Teachers in the Instructional Supervision Based on Dimensions of the STAR Technique

| Dimensions | Mean | Description |
|--------------|-------------|--------------------|
| 1. Situation | 4.39 | Outstanding |
| 2. Task | 4.48 | Outstanding |
| 3. Action | 4.14 | Very Satisfactory |
| 4. Result | 4.50 | Outstanding |
| Overall | 4.38 | Outstanding |

Legend: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Unsatisfactory; 2.61 – 3.40 = Satisfactory; 3.41 – 4.20 = Very Satisfactory; 4.21 – 5.00 = Outstanding

Significance of the difference between the teachers' level of compliance to Republic Act 6713 when grouped according to profile

Table 22 shows the test statistics on the differences in the level of teachers' compliance to RA 6713 by respondents' profile. The respondents' profile in this study were considered as the intervening variables. These include the following: gender, age, teaching experience, teaching position, educational qualification and family monthly income.

A one-way subject analysis of variance (ANOVA) was conducted to determine whether the level of teachers' compliance to RA 6713 significantly differs on the intervening variables of the study.

The result showed that the respondents' profile as to gender $F = 1.09$, $p = 0.30$), age ($F = 1.38$, $p = 0.24$), teaching experience ($F = 0.55$, $p = 0.74$), teaching position ($F = 1.01$, $p = 0.41$), educational qualification ($F = 0.84$, $p = 0.50$) and family monthly income ($F = 0.97$, $p = 0.42$) did not differ significantly to the level of teachers' compliance to RA 6713.

This means that the null hypothesis was rejected since the o-values of the intervening variables were greater than the level set at 0.05. This further implies that the level of teachers' compliance to RA 6713 did not vary considering the intervening variables.

Moreover, it suggests that regardless of the gender, gender, age, teaching experience, teaching position, educational qualification and family monthly income; the level of teachers' compliance to RA 6713 is still the same. Thus, it implies that the intervening variables (age, teaching experience, teaching position, educational qualification and family monthly income) were not predictors of the level of teachers' compliance to RA 6713.

Table 22. Test Statistics on the Differences on Level of Teachers' Compliance to RA 6713 by Respondents' Profile

| Teacher's Profile | Level of Teachers' Compliance to RA 6713 | | Interpretation | Decision |
|---------------------|--|----------|-----------------|-----------|
| | <i>F</i> | <i>p</i> | | |
| Gender | 1.09 | 0.30 | Not Significant | Accept Ho |
| Age | 1.38 | 0.24 | Not Significant | Accept Ho |
| Teaching Experience | 0.55 | 0.74 | Not Significant | Accept Ho |
| Teaching Position | 1.01 | 0.41 | Not Significant | Accept Ho |

| | | | | |
|---------------------------|------|------|-----------------|-----------|
| Educational Qualification | 0.84 | 0.50 | Not Significant | Accept Ho |
| Family Monthly Income | 0.97 | 0.42 | Not Significant | Accept Ho |

Legend: F = ANOVA F-test value; p = significant value.

Significance relationship between teaching performance and compliance with RA 6713

Table 23 presents the correlation matrix on teachers' teaching performance by teachers' level of compliance to RA 6713. Pearson product-moment correlation coefficient was used to determine the relationship of these variables being studied. It explores whether teachers' compliance to the RA 6713 affect the teachers' teaching performance.

The table reveals that teachers' compliance to the RA 6713 as to commitment to public interest ($r = 0.26$, $p = 0.00$) indicating a weak strength of association; professionalism ($r = 0.42$, $p = 0.00$) signifying a moderate correlation; justness and sincerity ($r = 0.43$, $p = 0.00$) suggesting a moderate correlation; political neutrality ($r = 0.35$, $p = 0.00$) telling a moderate strength of association; responsiveness to the public ($r = 0.35$, $p = 0.00$) expressing a moderate correlation; nationalism and patriotism ($r = 0.42$, $p = 0.00$) articulating a moderate correlation; commitment to democracy ($r = 0.41$, $p = 0.00$) expressing a moderate correlation; and simple living ($r = 0.42$, $p = 0.00$) stating a moderate correlation were statistically related to the teachers' teaching performance at 0.05 significance.

This means that the null hypothesis was rejected because of the obtained probability values which were lesser than the level set at 0.05. These means further that commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy, and simple living are important factors in the teachers' teaching performance the teacher-respondents. Moreover, it implies that the higher the compliance of the teachers to RA 6713 is, the higher are their teaching performance.

Table 23. Correlation Matrix on Teachers' Teaching Performance by Teachers' Level of Compliance to RA 6713

| Compliance to RA 6713 | Teachers' Teaching Performance | | Strength of Association | Interpretation |
|-------------------------------|--------------------------------|----------|-------------------------|----------------|
| | <i>R</i> | <i>P</i> | | |
| Commitment to Public Interest | 0.26 | 0.00 | Weak | Significant |
| Professionalism | 0.42 | 0.00 | Moderate | Significant |
| Justness and Sincerity | 0.43 | 0.00 | Moderate | Significant |
| Political Neutrality | 0.35 | 0.00 | Moderate | Significant |
| Responsiveness to the Public | 0.39 | 0.00 | Moderate | Significant |
| Nationalism and Patriotism | 0.42 | 0.00 | Moderate | Significant |
| Commitment to Democracy | 0.41 | 0.00 | Moderate | Significant |
| Simple living | 0.42 | 0.00 | Moderate | Significant |

Legend: r = Pearson product-moment correlation value; p = significant value.

Table 24 displays the summary of the respondents' level of teachers' compliance to RA 6713. This table shows the general compliance of the teachers in terms of the different dimensions. It can be gleaned from the table that the majority of the respondents possessed a very high level of teachers' compliance to RA 6713 to its all dimensions except in the commitment to the public interest dimension which was rated by the respondents as high.

Furthermore, the respondents' level of teachers' compliance to RA 6713 on justness and sincerity dimension obtained the highest mean rating of 4.63 . However, the respondents' level of teachers' compliance to RA 6713 on commitment to public interest dimension ($M = 4.09$) got the lowest mean rating. Thus, it shows that the compliance of the provisions of the RA 6713 really contributes to their teaching performance. Looking at the previous discussion on table 30, it was found out that there is a positive and a significant relationship between the teachers' compliance of the provisions of RA 6713 and their performance. Hence, it can be theorized through the results obtained that, the higher degree of the compliance of the RA 6713 the greater the teachers' teaching performance. This explains that, teachers perform well because they are guided by the provisions of the RA 6713. It can also be drawn that, if the teacher has the knowledge of the provisions of the RA, they will also have an excellent performance because they are guided on what is best and what is not.

Table 24. Summary of the Respondents' Level of Teachers' Compliance to RA 6713

| Dimensions | Mean | Description |
|----------------------------------|-------------|------------------|
| 1. Commitment to public interest | 4.09 | High |
| 2. Professionalism | 4.28 | Very High |
| 3. Justness and Sincerity | 4.63 | Very High |
| 4. Political Neutrality | 4.29 | Very High |
| 5. Responsiveness to the Public | 4.30 | Very High |
| 6. Nationalism and Patriotism | 4.23 | Very High |
| 7. Commitment to Democracy | 4.38 | Very High |
| 8. Simple Living | 4.48 | Very High |
| Overall | 4.34 | Very High |

Legend: 1.00 – 1.80 = Very Low; 1.81 – 2.60 = Low; 2.61 – 3.40 = Average; 3.41 – 4.20 = High; 4.21 – 5.00 = Very High

In – depth interview conducted to the teacher respondents

During the interview, there were five (5) questions given. These questions focuses on how the teachers perceive on the different issues such as ; the importance of upholding the provisions as stated in RA 6713 as a civil servant, efficient employees are appreciated in any institution, their efficiency might be invalidated by their lack of ethical principles, relationship between being an ethical and being an efficient and effective teacher, if a hard-working teacher is found to be actually dishonest and non-compliance with the ethical standards, do you think this teacher should be terminated?, and establishing the balance between the necessity to have good grooming for the compliance with the mandate of simple living.

The teacher-respondents responded to the question “Why is it important for the teachers to uphold the provisions of Republic Act 6713 or the Code of Conduct and Ethical Standards for Public Officials and Employees? What are the provisions of Republic Act 6713 which are most applicable to teachers?”. By simply looking at the table, it can be gleaned that, teachers have different views, but these views would still lead to the same idea on how helpful the provisions of the law to the practice of their profession as a teacher and as a civil servant. Thus, it implies that teachers are agreeable to the idea of upholding the provisions of the RA 6713. They believe that in these

provisions, it is where the standards have been indicated. Such that these standards set by RA 6713 will be protecting them in any ways as teachers and as a civil servant of the people of the Republic of the Philippines.

While on the question “Authorities such as Chuck Williams and Samuel Certo believe that while efficient employees are appreciated in any institution, their efficiency might be invalidated by their lack of ethical principles. Do you think that this expectation is applicable to teachers?”. The table shows that, the responses of the respondents vary, there are seven (7) of them agreed with this statement. This can be attributed by their different experiences and exposures in the field. They have different views, whether it is applicable to their field or not.

With respect to “Without regard to statistical validation, is there a relationship between being an ethical and being an efficient and effective teacher?”. The table reveals that, Teachers have different perception of whether the variables have a relationship regardless if it is a negative or a positive relationship based on their views. This perception can be attributed again by their experiences in the field. There were five (5) respondents believe that they are significantly related.

This simply shows that, teachers believe that, if one is embracing the ethical standards, teachers are efficient and effective. It is because teachers set themselves as role models. Moreover, teachers believe that they must follow standards. Therefore, in this sense, teachers simply follow ethical standards as set by the government, as a teacher and as a civil servant.

Moreover, teacher-respondents have different views on the question “If a hard-working teacher is found to be actually dishonest and non-compliance with the ethical standards, do you think this teacher should be terminated?”. It can be gleaned that, only one (2) respondent agreed on this matter. The respondent believes that if the employee or the teacher causes harm to the students then why not. On the other hand, most of the respondents answered no. Because they believe that the teacher must be given the chance to change. In this matter, with there are legalities and considerations that needs to be examined in this matter. Hence, respondents also have its views. Some based their responses on the DepEd policies through the civil service code and some just based their responses on what they feel.

Lastly, teachers have also different views on the question “How should the teachers establish the balance between the necessity to have good grooming and to comply with the mandate of simple living?”. It can be gleaned that the teachers’ responses have similarities. Such that, they believe that as a teacher, one must live with dignity, with pride, with high morale and have a happy life. Moreover, the respondents agreed to believe that a teacher must be presentable regardless of the economic status. To have a good personality is already a good visual aid to the students. They also believe that teachers are the role model for the students in any aspect.

Thus, with these responses of the teacher-respondents, it is now the right time to look into their needs, especially on the aspect of human resource development, career management, and the upholding their profession as teachers of the Filipino learners.

CONCLUSION

On the basis of results and findings, respondents’ profile as to gender, age, teaching experience, teaching position’ educational qualification and family monthly income did not differ significantly to the level of teachers’ compliance to RA 6713. Therefore, regardless of gender, age, experience, teaching position, educational qualification and family background, they do not differ on their performance. They relatively have the same performance.

As the statistic shows, there is a positive and significant relationship between the teachers’ compliance to RA 6713 with respect to Commitment to public interest; Professionalism; Justness and sincerity; Political neutrality; Responsiveness to the public; Nationalism and patriotism; Commitment to democracy; and Simple living. Which

means, the higher the level of the professionalism among teachers it is expected that there is also a higher the compliance among teachers to RA 6713 respectively. This is also true with the other indicators as stated in the said Republic Act.

RECOMMENDATIONS

Based from the general findings of the study, the following recommendations were generated to the administrators, to the teachers and to other sectors:

1. To develop more the performance of the teachers, the Department of Education must have appropriate and sustainable programs that may improve the performance of the teachers. Thus, this programs and activities may focus on the enhancement of the teachers' content knowledge, pedagogy and so with updating the new trends of education. It is also about time to strengthen the implementation of the Magna Carta for Public School Teachers. There must also be laws and policies that may protect the teachers as well.

2. The role of the administrators or principals should develop their subordinates or the teachers. They must design human resource programs that may enhance teachers performance in terms of :

a. *Content knowledge*, through sending the teachers to various seminars, symposium, workshops, conferences that are related to their subjects. They must encourage teachers to enroll in the graduate studies that are vertically aligned to their major fields;

b. *Pedagogy*, by assisting the teachers on their needs based from the outcome of the instructional supervision. This result will be taken from the NCBTS or through the STAR ; and

c. *Personality* , through personality development programs.

Thus, principals should assist teachers in their promotion.

3. Being an agent of development among students, teachers should be able to do the following recommendations. Teachers must:

a. Enroll to a graduate studies, vertically aligned to their field of specialization. This is to enhance and update teachers' content knowledge and pedagogy.

b. To have a better understanding on the teachers' welfare, teachers role, and others, teachers must read the different laws and policies, such as; the Magna Carta for Public School Teachers, RA 6713 and other laws and policies concerning teachers and teaching as a profession.

c. Keep updated with the DepEd issuances such as DepEd orders, Deped Memorandum and Deped advisories form the National Office down to the school level. This is for the teachers to be updated with the news, policies and orders.

The following recommendations are given to the future researchers who wish to study similar research:

- Get the numerical rating of the teachers in terms of NCBTS or their IPCRF and correlate it with their understanding of RA 6713.

- Correlate teachers' performance level in terms of RA 6713 with respect to their job satisfaction.

For Further Studies

Future researcher should be done by secondary school teachers on the status of the implementation of Republic Act 2013.

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