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# Teachers' Work Ethics and Their Relationship with Professional Development at Lyceum of Cebu, Barili Campus

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## ABSTRACT

This study examined the experiences of elementary, junior high school, and senior high school teachers and college instructors at the selected private institution, Lyceum of Cebu – Barili Campus regarding the implementation of teachers' work ethics. The study aimed to help teachers develop work ethics, with the goal of enhancing personal, behavioral, environmental, and professional development. Data were collected through a survey questionnaire gathering information on teachers' profiles, the benefits they experienced, and the degree of teachers' work ethics and their relationship with professional development. The data were analyzed using statistical tools such as frequency counts, percentages, weighted means, and the Pearson product-moment correlation coefficient (PPMCC). The findings revealed that the majority of respondents were young adults aged 24 to 28, predominantly female. Most held a bachelor's degree, a few had completed a master's degree, and some had earned credits toward a doctoral degree. Additionally, the majority of teachers were in their first year of teaching. Regarding the benefits of work ethics, teachers strongly agreed that these ethics support personal, behavioral, environmental, and professional development. Responses concerning the extent of work ethics indicated that teachers always integrated work ethics into teaching. Moreover, results showed that there were significant relationships involving respondents' level of work ethics, justifying the rejection of the null hypothesis.

## KEYWORDS

Work ethics, professional development, personal factors, behavioral factors, environmental factors, instruction

## ARTICLE INFORMATION

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## 1. Introduction

Teachers' work ethics constitute an important dimension of professional practice because teaching requires responsibility, integrity, punctuality, preparedness, respect for learners, accountability, and commitment to continuous improvement. Ethical professionalism extends beyond compliance with institutional rules; it involves dependable performance, responsible decision-making, and consistent fulfillment of obligations toward learners and the school community. Contemporary educational literature increasingly recognizes that teachers' professional functioning is connected with their well-being, motivation, professional identity, and capacity to sustain meaningful classroom practice. Dreer (2023), in a systematic review of teacher well-being, showed that positive professional functioning is associated with important teacher and educational outcomes. Mazzetti et al. (2023) likewise demonstrated through meta-analysis that work engagement is shaped by the balance between job demands and available professional resources. Hattie (2023) emphasized the continuing importance of teacher expertise, professional judgment, and deliberate improvement in influencing learning. Similarly, Carless and Winstone (2023) highlighted teachers' professional responsibility in developing effective feedback practices. These perspectives indicate that ethical work behavior should be understood as part of teachers' broader commitment to high-quality professional practice.

Professional development is equally important because teachers are expected to continuously update their knowledge, pedagogical skills, assessment practices, and responses to changing learner needs. Professional learning is most meaningful when it is sustained, collaborative, connected with practice, and responsive to teachers' actual working conditions. Bergmark (2023) found that teacher-driven, collaborative, and context-specific professional development can support research-based educational practice. Pozo-Rico et al. (2023) similarly emphasized that professional development should strengthen not only instructional methods but also resilience, emotional intelligence, and teachers' ability to respond to challenging educational circumstances. Ranganathan and Vetrivel (2025) further stressed the importance of continuing professional development in improving

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pedagogical practices and supporting student outcomes. Kemethofer et al. (2025) also demonstrated that educational leadership is associated with instructional quality, reinforcing the importance of school structures that encourage teacher learning. These findings suggest that teachers' willingness to participate in professional development reflects not only access to training but also their commitment to professional growth and continuous improvement.

Work ethics and professional development may also be influenced by the demands teachers experience in their daily responsibilities. Heavy workloads, administrative tasks, deadlines, classroom preparation, assessment responsibilities, and personal obligations may reduce the time and energy available for formal learning activities. Wang (2024) found that workload, organizational support, and work engagement are interconnected in shaping teachers' psychological well-being. Panadero et al. (2022) similarly documented the importance of teachers' well-being, emotions, and motivation under demanding instructional conditions. Hines (2022) examined employee engagement in higher education through vigor, dedication, and absorption, emphasizing the value of sustained psychological involvement in professional work. Attoh (2024) further noted that school administrators contribute to teaching and learning through leadership practices that provide direction and support. Collectively, these studies suggest that participation in professional development cannot be interpreted solely as an individual choice because workload, leadership, institutional expectations, and available support may either facilitate or constrain teachers' engagement in professional learning.

Professional responsibility also involves maintaining positive attitudes toward work, managing time effectively, cooperating with colleagues, adapting to institutional change, and being accountable for assigned responsibilities. These behaviors are particularly important in schools because professional conduct influences relationships, trust, teamwork, and the consistency of instructional services. Magdaraog (2025) found that instructional leadership practices can influence teachers' motivation and professional competence, suggesting that ethical and committed work behaviors develop within an organizational context. Shaked (2025) likewise emphasized the importance of visible instructional leadership in shaping professional practice within schools. Fleming et al. (2024) showed that psychological safety among K–12 educators is associated with staff well-being and organizational conditions, indicating that respectful and supportive environments can encourage teachers to communicate concerns and participate constructively in professional processes. In addition, Chiu et al. (2024) demonstrated that school learning support can contribute to teachers' professional and ethical competencies. These findings reinforce the view that work ethics are expressed through both individual behavior and the professional culture created within the institution.

Within the local setting, the issue is particularly relevant because teachers are expected to demonstrate consistent preparation, time management, discipline, positive work attitudes, collaboration, adaptability, accountability, punctuality, and continuing professional growth while simultaneously managing instructional and institutional responsibilities. Preliminary observations identified workload demands, limited available time, and competing personal and professional responsibilities as possible factors influencing participation in professional development activities. Such concerns are consistent with broader evidence showing that teacher development depends on sustained institutional support rather than isolated training opportunities. Pinto-Santos et al. (2022) emphasized that teacher competence requires continuous development across multiple professional dimensions. Hennessy et al. (2022) likewise found that effective teacher professional development is strengthened by contextual relevance, interaction, collaboration, and sustained support. Ajani and Govender (2023) further emphasized the importance of continuous capacity-building in helping teachers respond to changing instructional demands.

Despite the importance of these concerns, limited documented research has examined the relationship between teachers' work ethics and their engagement in professional development specifically within Lyceum of Cebu–Barili Campus. Inconsistent participation in professional development may create differences in opportunities for teachers to strengthen competence, update instructional practices, and contribute to continuous institutional improvement. Professional learning is particularly important when educational expectations, instructional technologies, learner needs, and accountability requirements continue to change. Hence, the present study seeks to examine teachers' work ethics in terms of punctuality, integrity, engagement, and commitment to professional development and to determine how these characteristics relate to their participation in professional learning activities at Lyceum of Cebu–Barili Campus. The findings may provide an empirical basis for strengthening institutional professional-development practices, teacher accountability, and sustained professional growth.

## 2. Literature Review

Teachers' work ethics are reflected in the values, attitudes, and behaviors that guide how they fulfill professional responsibilities and respond to the demands of teaching. At the personal level, ethical practice is associated with responsibility, integrity, self-discipline, commitment, and willingness to improve one's competence. Dreer (2023) emphasized that teacher well-being and positive professional functioning are closely connected with teachers' capacity to sustain effective practice. Mazzetti et al. (2023) further explained that work engagement develops through the interaction of job demands and available resources, suggesting that teachers' ethical commitment may be strengthened when supportive working conditions are present. Hattie (2023) highlighted the importance of teacher expertise, professional judgment, and continuous improvement in influencing educational outcomes. From a behavioral perspective, teachers demonstrate work ethics through punctuality, preparation, accountability, collaboration, and consistent participation in professional responsibilities. Panadero et al. (2022) showed that teachers' motivation, emotions, and professional functioning can be affected by demanding work conditions, while Fleming et al. (2024) found that psychological

safety and supportive organizational contexts contribute to educators' well-being and professional participation. At the environmental level, leadership, workload, institutional support, and opportunities for professional learning may influence how teachers maintain ethical conduct and engage in professional development. Bergmark (2023) emphasized that collaborative and context-specific professional learning can strengthen teachers' professional practice, indicating that ethical development is supported not only by personal values but also by the institutional environment.

Work ethics are also expressed through teachers' actual instructional, assessment, and communication practices. In instruction, professionalism requires teachers to prepare lessons carefully, use appropriate strategies, respond to learners' needs, and continuously improve classroom practice. Pozo-Rico et al. (2023) emphasized that professional development strengthens teaching competencies, resilience, and teachers' ability to respond to changing educational demands. In assessment, ethical practice requires fairness, transparency, accuracy, and responsible use of feedback. Carless and Winstone (2023) highlighted the importance of teacher feedback literacy in ensuring that assessment information is communicated and used effectively to support learning. Communication is likewise essential because teachers are expected to interact respectfully and professionally with learners, colleagues, parents, and administrators. Chiu et al. (2024) demonstrated that professional competence is strengthened when teachers receive appropriate learning support and opportunities for continued development. Similarly, Vieira et al. (2024) found that structured training can strengthen teachers' self-efficacy and professional attitudes. These studies suggest that work ethics and professional development are closely interconnected: ethical teachers are expected to demonstrate responsible instructional practices, fair assessment, effective communication, and continuous participation in professional learning that improves both individual competence and institutional performance.

## 3. Methodology

This study employed a descriptive-correlational research design to determine teachers' work ethics and their relationship with professional development at Lyceum of Cebu–Barili Campus. The design was appropriate because it described the respondents' characteristics and perceptions while examining the relationship among the identified variables without manipulating existing conditions. The study was conducted at Lyceum of Cebu–Barili Campus in Sangi, Poblacion, Barili, Cebu, a private educational institution serving learners from elementary to tertiary levels. The respondents consisted of 39 teachers and college instructors, composed of seven elementary teachers, nine junior high school teachers, eighteen senior high school teachers, and five college instructors. The study utilized survey questionnaires based on Albert Bandura's framework, particularly the interaction of personal, behavioral, and environmental factors in shaping professional behavior. The questionnaire measured teachers' perceived benefits of work ethics in relation to personal, behavioral, environmental, and professional-development dimensions. Responses were rated using a five-point Likert scale. The study also utilized the School Teacher Effectiveness Questionnaire (STEQ) developed by Akram (2018) to assess teachers' practices in instruction, assessment, and communication. The instrument used a five-point scale ranging from Strongly Disagree to Strongly Agree. Before data collection, formal permission was requested from the school principal. Upon approval, the researcher coordinated with administrators and teachers regarding the administration schedule and procedures. Respondents were informed about the purpose of the research and confidentiality and were given questionnaire instructions before answering the instruments. Completed questionnaires were retrieved, checked, and supplemented by interviews for validation. The collected data were organized, summarized, and statistically treated. Frequency counts and percentages were used to describe the respondents' profile, while the weighted mean was employed to determine their perceptions regarding work ethics and professional development.

## 4. Results

Table 1.

| Indicators | Mean | SD | VD |
|---|---|---|---|
| I am confident enough in my ability to perform my duties and responsibilities. | 4.65 | 0.48 | SA |
| I put all my efforts into completing my task on time. | 4.60 | 0.49 | SA |
| I stay motivated to improve my knowledge and skills in my performance. | 4.44 | 0.50 | SA |
| I manage my behavior to maintain a strong work ethic. | 4.61 | 0.49 | SA |
| I value personally attending professional development activities. | 4.57 | 0.50 | SA |

| Indicators | Mean | SD | VD |
|---|---|---|---|
| I take initiative to look for training opportunities that would help me grow. | 4.47 | 0.59 | SA |
| I apply what I personally learn from seminars or workshops. | 4.43 | 0.50 | SA |
| I believe my continuous development depends on my own willingness to learn. | 4.59 | 0.54 | SA |
| Grand Mean | 4.55 | 0.51 | SA |

The findings show that respondents demonstrated a very high level of personal work ethics, with a grand mean of 4.55 and a standard deviation of 0.51. The highest-rated indicator was confidence in performing duties and responsibilities at 4.65, followed by managing behavior to maintain strong work ethics at 4.61. The lowest mean, 4.43, was recorded for applying learning from seminars or workshops. This implies that teachers possess strong personal commitment, self-confidence, and willingness to grow, although greater emphasis may be placed on applying professional-development learning in actual practice.

Table 2. Behavioral

| Indicators | Mean | SD | VD |
|---|---|---|---|
| I consistently do my duties and responsibilities even when faced with adversities. | 4.25 | 0.72 | SA |
| I actively participate in professional development activities when they are available. | 4.48 | 0.51 | SA |
| I apply new strategies or skills from seminars and workshops. | 4.50 | 0.51 | SA |
| Grand Mean | 4.41 | 0.58 | SA |

The findings show that respondents demonstrated a very high level of behavioral work ethics, with a grand mean of 4.41 and a standard deviation of 0.58. Applying new strategies or skills from seminars and workshops obtained the highest mean of 4.50, followed by active participation in professional development activities at 4.48. Consistently performing duties despite adversities received the lowest mean of 4.25. This implies that teachers generally translate professional learning into practice, although strengthening resilience and consistency during difficult situations remains important.

Table 3. Environment

| Indicators | Mean | SD | VD |
|---|---|---|---|
| The support or feedback I receive encourages me to maintain a strong work ethic. | 4.61 | 0.49 | SA |
| The professional development opportunities provided motivate me to improve my teaching. | 4.62 | 0.54 | SA |
| The expectations set by my colleagues and administrators influence me to do my best at work. | 4.34 | 0.75 | SA |
| The learning environment in my school inspires me to participate in continuous professional growth. | 4.34 | 0.78 | SA |
| The resources available in my school help me apply new teaching strategies. | 4.36 | 0.53 | SA |

| Indicators | Mean | SD | VD |
|---|---|---|---|
| Grand Mean | 4.45 | 0.62 | SA |

The findings indicate that respondents demonstrated a very high level of environmental work ethics, with a grand mean of 4.45 and a standard deviation of 0.62. Professional development opportunities that motivate teaching improvement obtained the highest mean of 4.62, followed by support and feedback at 4.61. The lowest means, 4.34, were recorded for colleagues' and administrators' expectations and the learning environment. This implies that a supportive school environment and accessible development opportunities strongly encourage teachers to sustain work ethics and continuous professional growth.

Table 4. Professional Development

| Indicators | Mean | SD | VD |
|---|---|---|---|
| I attend professional development activities because I believe they help me improve my skills. | 4.55 | 0.50 | SA |
| I participate actively in trainings and seminars provided by the school. | 4.55 | 0.50 | SA |
| I feel confident applying the strategies I learn from professional development sessions. | 4.43 | 0.76 | SA |
| I look for additional professional development sessions even outside the school. | 4.37 | 0.58 | SA |
| I regularly update my teaching practices based on what I learn from trainings and seminars. | 4.27 | 0.54 | SA |
| I believe continuous professional development is crucial for my growth. | 4.52 | 0.55 | SA |
| I am motivated to join professional development activities when I see their positive results. | 4.55 | 0.50 | SA |
| I work together with colleagues to share and apply what I learn from professional development programs. | 4.48 | 0.51 | SA |
| Grand Mean | 4.46 | 0.55 | SA |

The findings reveal that respondents demonstrated a very high level of professional development, with a grand mean of 4.46 and a standard deviation of 0.55. Attending professional development activities, participating in training, and being motivated by positive results obtained the highest mean of 4.55. Regularly updating teaching practices received the lowest mean of 4.27. This implies that teachers highly value continuous professional growth, although greater attention should be given to consistently translating training experiences into updated classroom practices and improved teaching performance.

Table 5. Instruction

| Indicators | Mean | SD | VD |
|---|---|---|---|
| I prepare all the needed materials ahead of time as part of my commitment to professional work ethics. | 4.50 | 0.63 | SA |

| Indicators | Mean | SD | VD |
|---|---|---|---|
| I regularly adjust strategies based on trainings or professional development activities I have attended. | 4.27 | 0.73 | SA |
| I demonstrate consistency and integrity in my work even when faced with adversities. | 4.41 | 0.73 | SA |
| As part of my professional growth, I actively seek methods to improve my skills. | 4.61 | 0.49 | SA |
| I use feedback from professional development to improve my work and skills. | 4.59 | 0.58 | SA |
| Grand Mean | 4.48 | 0.60 | SA |

The findings show that respondents demonstrated a very high level of instruction, with a grand mean of 4.48 and a standard deviation of 0.60. Actively seeking methods to improve skills obtained the highest mean of 4.61, followed by using feedback from professional development at 4.59. Regularly adjusting strategies based on training received the lowest mean of 4.27. This implies that teachers strongly value professional growth and feedback, although more consistent application of training-based strategies in instruction should be encouraged.

Table 6. Assessment

| Indicators | Mean | SD | VD |
|---|---|---|---|
| I carry out my duties and responsibilities with honesty and integrity. | 4.77 | 0.42 | A |
| I accomplish tasks and requirements ahead of time. | 4.32 | 0.74 | A |
| I attend professional development activities to develop my skills. | 4.16 | 0.86 | A |
| I apply what I learn from trainings to develop my performance task. | 4.39 | 0.62 | A |
| I show respect and professionalism when interacting with others. | 4.75 | 0.44 | A |
| I maintain a positive attitude even during difficult situations. | 4.57 | 0.62 | A |
| I demonstrate commitment by consistently performing my duties. | 4.48 | 0.51 | A |
| I take initiative to update my competencies and knowledge. | 4.48 | 0.59 | A |
| I collaborate effectively with colleagues to achieve work goals. | 4.43 | 0.66 | A |
| I communicate distinctly and respectfully with students and coworkers. | 4.66 | 0.53 | A |

| Indicators | Mean | SD | VD |
|---|---|---|---|
| I strive to produce quality work that meets expectations. | 4.64 | 0.49 | A |
| I am open to feedback and use it to improve my performance. | 4.43 | 0.50 | A |
| I manage my time efficiently to complete work tasks. | 4.73 | 0.70 | A |
| I contribute to a harmonious and supportive work environment. | 4.43 | 0.59 | A |
| I participate in activities that promote my professional growth. | 4.43 | 0.66 | A |
| I show accountability for my actions and decisions. | 4.61 | 0.53 | A |
| Grand Mean | 4.52 | 0.59 | A |

Table 7. Communication

| Indicators | Mean | SD | VD |
|---|---|---|---|
| I effectively convey ideas, instructions, and feedback to students, colleagues, or staff. | 4.61 | 0.62 | A |
| I actively listen to others' opinions and respond respectfully during discussions. | 4.50 | 0.59 | A |
| I maintain open and professional communication channels to support collaboration and problem-solving. | 4.59 | 0.58 | A |
| Grand Mean | 4.57 | 0.60 | A |

The findings show that respondents demonstrated a high level of assessment-related work ethics, with a grand mean of 4.52 and a standard deviation of 0.59. Carrying out duties and responsibilities with honesty and integrity obtained the highest mean of 4.77, followed by showing respect and professionalism at 4.75. Attending professional development activities received the lowest mean of 4.16. This implies that teachers strongly practice integrity, professionalism, and accountability, although greater participation in professional development may further strengthen their assessment practices and competencies.

Table 8. Significant Relationship Between Respondents' Level of Work Ethics and Instruction

| Constructs | r-value | t-value | p-value | Remarks | Decision |
|---|---|---|---|---|---|
| Personal | 0.879 | 12.216 | 0.0000 | Significant | Reject Null Hypothesis |
| Behavioral | 0.843 | 10.387 | 0.0000 | Significant | Reject Null Hypothesis |
| Environmental | 0.768 | 7.947 | 0.0000 | Significant | Reject Null Hypothesis |
| Professional Development | 0.821 | 9.691 | 0.0000 | Significant | Reject Null Hypothesis |

The results reveal significant positive relationships between all dimensions of work ethics and instruction, with all p-values at 0.0000. Personal work ethics showed the strongest relationship with instruction (r = 0.879), followed by behavioral (r = 0.843), professional development (r = 0.821), and environmental factors (r = 0.768). Thus, the null hypotheses were rejected. This implies that stronger work ethics are associated with better instructional practices, highlighting the importance of personal commitment, responsible behavior, supportive environments, and continuous professional development.

Table 9. Significant Relationship Between Respondents' Level of Work Ethics and Communication

| Constructs | r-value | t-value | p-value | Remarks | Decision | |
|---|---|---|---|---|---|---|
| Personal | 0.837 | 10.142 | 0.0000 | Significant | Reject Null Hypothesis | |
| Behavioral | 0.774 | 8.113 | 0.0000 | Significant | Reject Null Hypothesis | |
| Environmental | 0.732 | 7.134 | 0.0000 | Significant | Reject Null Hypothesis | |
| Professional Development | 0.810 | 9.173 | 0.0000 | Significant | Reject Null Hypothesis | |

The results show significant positive relationships between all dimensions of work ethics and communication, with all p-values at 0.0000. Personal work ethics obtained the strongest relationship with communication (r = 0.837), followed by professional development (r = 0.810), behavioral factors (r = 0.774), and environmental factors (r = 0.732). Thus, the null hypotheses were rejected. This implies that stronger work ethics are associated with more effective communication, emphasizing the importance of personal responsibility, professional growth, positive behavior, and a supportive work environment.

## 5. Discussion

Based on the results from Tables 1 to 9, the respondents generally demonstrated strong work ethics and professional development across personal, behavioral, environmental, instructional, assessment, and communication dimensions. The personal dimension obtained a grand mean of 4.55, indicating that respondents strongly agreed that they were confident in performing their duties, committed to completing tasks on time, motivated to improve their knowledge and skills, and willing to participate in professional development activities. The behavioral dimension also received a high grand mean of 4.41, showing that respondents consistently performed their responsibilities, actively joined professional development activities, and applied new strategies learned from seminars and workshops. Likewise, the environmental dimension obtained a grand mean of 4.45, suggesting that support, feedback, professional development opportunities, available resources, and the school environment contributed positively to maintaining strong work ethics. Professional development itself obtained a grand mean of 4.46, indicating that respondents valued continuous learning and recognized its importance in improving their teaching practices and professional growth.

The results further showed favorable instructional and assessment practices. Instruction obtained a grand mean of 4.48, indicating that respondents prepared materials, sought methods for professional improvement, used feedback, and demonstrated consistency and integrity in their work. Assessment-related practices recorded a grand mean of 4.52, reflecting strong honesty, professionalism, accountability, time management, collaboration, and commitment to producing quality work. More importantly, the correlation results revealed statistically significant positive relationships between work ethics and both instruction and communication. For instruction, the strongest relationship was found in the personal dimension (r = 0.879), while environmental factors had the lowest but still strong positive relationship (r = 0.768). For communication, personal work ethics likewise had the strongest relationship (r = 0.837), followed by professional development (r = 0.810). Since all reported p-values were 0.0000, the null hypotheses were rejected. These findings imply that stronger work ethics and continuous professional development are associated with better instructional practices and more effective communication, emphasizing the importance of sustaining personal commitment, responsible behavior, supportive school environments, and professional learning opportunities among teachers.

## 6. Conclusion

Based on the findings of the study, teachers strongly agreed with the reported benefits of work ethics and their relationship with professional development. Responses regarding the extent of work ethics indicated that teachers consistently engaged in classroom practice, training, and reflective teaching, going beyond knowledge alone. This meant that teachers' decisions to incorporate work ethics were influenced by a variety of factors such as their work, skills, and beliefs about work ethics in teaching. In this study, the results implied that teachers consistently integrated work ethics into teaching and that faculty members were more likely to adhere to professional standards and focus on real-world tasks and professional behaviors. Lastly, teachers were more engaged and consistently motivated, which resulted in positive performance outcomes.

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