

Knowledge and Practice of R.A. 6713 in the Department of Education. TALISAY City Division

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ABSTRACT: The assessment on the level of knowledge and practice of Republic Act No. 6713 among the public school teachers and principals in Department of Education Division of Talisay City, Cebu in order to propose policy recommendations for intervention, is the concentration of the study. Descriptive survey research method with the application of quantitative and qualitative were used to assess the respondent's knowledge and practices of R.A. 6713. Results show that the public school teachers are very knowledgeable while school principals are knowledgeable. On the other hand, both public school teachers and principals generally practiced the provision of R.A. 6713. To enhance this, proposed policy recommendations: an administrative development program are required from the school setting on enhancing compliance of R.A. 6713.

KEYWORDS : *Knowledge, Practice, Administrative Development Program*

I. INTRODUCTION

The Philippines today is at the forefront in meeting new challenges of rapid development. Modernization efforts have been put in place to make the country stable, with the government fighting against the rising incidences of poverty, graft and corruption.

According to Transparency International's 2018 Corruption Perception Index, the country ranks 99th among 180 countries including Albania, Bahrain, Colombia, Tanzania and Thailand. The Corruption Perception Index (CPI) score indicates the perceived level of public corruption on a scale of 0 to 100, where 0 means that a country is perceived as highly corrupt and 100 means that a country is perceived as very clean. During this year, the Philippines scored a CPI Index of 2.6. Overall, the country's CPI score took a dramatic slide from 114 in 2011 to 99 in 2018. This figure indicates that the country is indeed serious in combatting graft and corruption in various forms, The report of Transparency International concluded that some of the factors that contributed to the Philippines' (2.6) slight jump are the improvement in government service, and cutting red tape. (Transparency International 2018 Report)

Guided by the notion that the public office is a public trust, RA No. 6713 otherwise known as the Code of Conduct and Ethical Standards for Public Officials and Employees, is an infrastructure for curbing graft and corruption practices in the country specifically for all employees in the public sector. Enacted on February 20, 1989, R.A. 6713 was a product of People Power. It ushered in a clamor for the restoration of clean and honest government with the government's fight of restoring democracy by advocating greater transparency and accountability in public service.

RA 6713 is grounded on 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. (Section 2, RA No. 6713, Code of Conduct and Ethical Standards for Public Officials and Employees and Article XI, Section 1, 1987 Constitution).

Within this framework, the level of knowledge and practices of the code of conduct and ethical standards for public officials and employees should be taken into consideration. As government employees, the public school teachers and school principals in the Division of the City of Talisay, Cebu, are dutifully bound to adhere to these mandate and standards. Although there have been orientation sessions conducted about RA 6713 in the division before, however, there is yet no concrete evidence on the teacher's level of knowledge and practices of the said law. There have been unverified reports in the past, about complaints from parents regarding how some teachers and school principals discharge their daily functions and duties.

Taking cognizance of these situation, the researcher, as an Education Program Supervisor, School Governance and Operations Division of DepEd Division of Talisay City who is tasked in the monitoring and evaluation of school's effective and sound governance, deems that this study is necessary inasmuch as the division has to strategize its efforts in promoting higher levels of professionalism, integrity, and conduct of ethical standards among the administrators, teachers, and non-teaching personnel. He believes that such study is beneficial in promoting a sound school governance, which consequently, will bring greater productivity among teachers principals and school administrators, both in the school and division level.

Hence, the extent to which these public school teachers and principals discharge, execute and perform their duties and responsibilities within the context of the code and ethical standards provided in Republic Act 6713 is an area that was explored in this study.

Statement of the Problem

This study aimed to assess the level of knowledge and practice of Republic Act No. 6713 among the public school teachers and principals in the Division of Talisay City, Cebu, in order to propose policy recommendations for intervention.

Specifically, this study aimed to answer the following questions:

1. What is the level of knowledge and practice of the code of conduct and ethical standards as provided by Section 4 of Republic Act No. 6713 in the following dimensions:
 - 1.1. Commitment to Public Interest
 - 1.2. Professionalism
 - 1.3. Justness and Sincerity
 - 1.4. Political Neutrality
 - 1.5. Responsiveness to the Public
 - 1.6. Nationalism and Patriotism
 - 1.7. Commitment to Democracy and
 - 1.8. Simple Living?
2. Is there a significant difference on the level of knowledge and practice of RA 6713 between the public school teachers and school principals in the Division of Talisay City, Cebu?
3. What are other facilitating and restraining factors on the knowledge and practice of RA 6713?

II. METHODOLOGY

Research Design

This study utilized the mixed methods of research, specifically the Quan-Qual design. In this study, the quantitative research design is the dominant design utilizing the descriptive, causal-comparative and correlational methods of research. Descriptive research presents what happened in the present time. It is designed to depict the participants in an accurate way. Its purpose is to describe, explain and validate findings.

This study was conducted among the various elementary, junior and senior high schools in the Division.

This study utilized an adopted questionnaire from the study of Palang (2004) as the main data gathering tool. Knowledge and Practices of RA 6713. This questionnaire contained questions pertaining to the respondent's knowledge and practices of RA 6713 in terms of commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy and simple living. Each question may be answered in 4 different scores with 4 as the highest and 1 as the lowest score. The scores are numerically interpreted as follows:

4 – Very Knowledgeable/Highly Practiced, means that the respondents know and practiced the provisions of RA 6713 in all instances.

3 – Knowledgeable/Practiced, means that the respondents know and practiced the provisions of RA 6713 in majority of the instances.

2 – Less Knowledgeable/Less Practiced, means that the respondents know and practiced the provisions of RA 6713 in few instances.

1 – Not Knowledgeable/Not Practiced at All, means that the respondents do not and never practiced the provisions of RA 6713.

Gathering of Data

The researcher asked permission from Dean of the Center for Advanced Studies, College of Management, Business and Accountancy, Cebu Institute of Technology University to conduct the study. The

conduct as well as the necessary preparation and logistics of the data gathering, which was online using Goggle forms was discussed during the meeting. Likewise, the conduct of the focused group discussions which was made using Google meet or via Zoom meeting was also discussed. Inasmuch as the researcher is presently connected with the division office, the researcher engaged the services of independent enumerators and field workers who administered the questionnaires online to the respondents. This was done in order to avoid biases and undue influence. Moreover, the researcher saw to it that he must be available at all times to accommodate questions and clarifications from the respondents through the hired enumerators during data gathering. Finally, the researcher through the enumerators and field workers, informed the respondents that whenever they would not be available during the scheduled data gathering, they would be given alternative modes in answering the online questionnaire such as through emails and direct personal interview through phone calls.

Treatment of Data

The data gathered from the accomplished questionnaires were tallied and tabulated. In the analysis of data, the following statistical tools were utilized.

- To determine the respondent's level of knowledge and practices of RA 6713 as well as the degree of seriousness of the problems encountered by the respondents, the weighted mean was used using the formula

$$\frac{\sum fx}{n} = \frac{WX}{n}$$

where:

WX	=	weighted mean
\sum	=	summation
f	=	frequency of response under each scale
x	=	weight assigned to each scale
n	=	number of respondents

III. RESULT AND DISCUSSION

THE LEVEL OF KNOWLEDGE AND PRACTICE ON THE CODE OF CONDUCT AND ETHICAL STANDARDS AMONG PUBLIC SCHOOL TEACHERS AND PRINCIPALS IN THE DIVISION OF TALISAY CITY

This section presents, analyzes and interprets the data that pertain to the level of knowledge and practice on the Code of Conduct and Ethical Standards among public school teachers and principals in the Division of Talisay City in the aspects of commitment to public interest; professionalism; justness and sincerity; political neutrality; responsiveness to the public; nationalism and patriotism; commitment to democracy and simple living.

Commitment to Public Interest

Table 2 presents data on the level of knowledge and practice on the Code of Conduct and Ethical Standards among public school teachers and principals in the Division of Talisay City in the aspect of commitment to public interest.

As shown in the table, the overall weighted mean of 3.22 taken from the group mean of 3.21 from the public school teachers and a group mean of 3.31 from the school principals suggest that the respondents are **knowledgeable** of the code of conduct and ethical standards in the aspect of commitment to public interest.

Table 1

The Level of Knowledge and Practice on the Code of Conduct and Ethical Standards Among Public School Teachers and Principals in the Division of Talisay City In the Dimension of Commitment to Public Interest

Items	Level of Knowledge						Level of Practice					
	Teachers		Principals		Item Ave.		Teachers		Principals		Item Ave.	
	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT
a.) I uphold public interest over personal interest.	3.19	K	3.65	VK	3.24	K	3.08	P	3.11	P	3.08	P
b.) I uphold public interest over that of my relatives and close friends.	3.15	K	3.11	K	3.15	K	3.09	P	3.21	P	3.10	P
c.) I practice												

economy in the use of public resources.	3.19	K	3.02	K	3.17	K	3.11	P	3.23	P	3.12	P
d.) I am honest in the use of public funds.	3.18	K	3.37	VK	3.22	K	3.17	P	3.16	P	3.17	P
e.) I observe efficiency and effectiveness in public service.	3.33	VK	3.40	VK	3.34	VK	3.16	P	3.38	HP	3.18	P
OVERALL	3.21	K	3.31	VK	3.22	K	3.12	P	3.21	P	3.13	P

Legend: 1.00-1.74 - Not Knowledgeable (NK)/Never Practiced (NP)

2.50-3.24 - Knowledgeable(K)/Practiced (P)

1.74-2.49 - Less Knowledgeable (LK)/Less Practiced (LP)

3.25-4.00 - Very Knowledgeable (VK)/Highly Practiced (HP)

Specifically, the respondents are **knowledgeable** on the provisions that that they uphold public interest over personal interest (mean = 3.24), uphold public interest over those of their relatives and friends (mean = 3.15), practice economy in the use of public resources (mean = 3.17), and being honest in the use of public funds (mean = 3.22). Moreover, the table also shows that the respondents are **very knowledgeable** on the provision on observing efficiency and effectiveness in public service (mean = 3.40).

These findings suggest that the respondents are knowledgeable of the fact that as employees of the public sector, they are expected to always uphold the public interest over personal interests. They are aware that they should avoid wastage in public funds and revenues and that their primary duty in this aspect is to ensure that government and public resources are employed and used efficiently, effectively, honestly and economically. The public welfare is of utmost consideration in government service which must be placed over and above any personal interests and consideration.

Furthermore, the Table 2 also shows that the overall weighted mean of 3.13 taken from the group mean of 3.12 from the teachers and a group mean of 3.21 from the school principals indicates that the respondents **practiced** the provisions of the code of conduct and ethical standards.

More specifically, the provisions of upholding public interest over personal interest (mean = 3.08), upholding public interest over those of their relatives and friends (mean = 3.10), practicing economy in the use of public resources (mean = 3.12), being honest in the use of public funds (mean = 3.17), and observing efficiency and effectiveness in public service (mean = 3.18) are all **practiced** by the respondents.

These findings suggest that the respondents did not use their position, rank, connection, information or wealth to pursue their personal interests or the interests of their relatives and friends, It can also be gleaned from these results that the respondents practiced key measures to ensure that government funds, materials and resources are properly used and handled.

At the outset, these results indicate that the respondents are able to define their work-related priorities and concerns especially in giving their due commitment to public service. They are aware of the basic notion that a public office is a public trust which evidently provides a clear picture of their high level of knowledge, practice and commitment to public service by further ensuring that their personal interests or activities do not interfere with, or appear to interfere with this high standards of commitment.

Professionalism

Table 3 presents data on the level of knowledge and practice on the Code of Conduct and Ethical Standards among public school teachers and principals in the Division of Talisay City in the aspect of professionalism.

As presented in the table, the overall weighted mean of 3.12 taken from the group mean of 3.11 from the public school teachers and a group mean of 3.16 from the

Table 2

The Level of Knowledge and Practice on the Code of Conduct and Ethical Standards Among Public School Teachers and Principals in the Division of Talisay City In the Dimension of Professionalism

Items	Level of Knowledge						Level of Practice					
	Teachers		Principals		Item Ave.		Teachers		Principals		Item Ave.	
	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT
i)I perform the duties with the highest degree of excellence.	3.15	K	3.21	K	3.16	K	3.27	HP	3.31	HP	3.27	HP
)I attend public service with utmost devotion to clientele.	3.06	K	3.16	K	3.07	K	3.09	P	3.11	P	3.09	P
:)I dedicate oneself to render quality service to the public without comparing effort with remuneration.	3.11	K	3.17	K	3.12	K	3.11	P	3.18	P	3.12	P
l)I motivate the peers to render quality service without counting the hours.	3.17	K	3.19	K	3.17	K	3.04	P	3.14	P	3.05	P
:)I encourage the peers to uphold their integrity, intelligence and skill as public servant	3.06	K	3.10	K	3.06	K	3.10	P	3.15	P	3.11	P
OVERALL	3.11	K	3.16	K	3.12	K	3.12	P	3.18	P	3.13	P

school principals suggest that the respondents are **knowledgeable** of the code of conduct and ethical standards in the aspect of professionalism.

More specifically, the table reveals that both teachers and principals are **knowledgeable** on the provisions of performing their duties with the highest degree of excellence (mean = 3.16), attending public service with utmost devotion to clientele (mean = 3.07), dedicating oneself to render quality service to the public without comparing efforts with remuneration (mean = 3.12), motivating the peers to render quality service without counting the hours (mean = 3.17) and in encouraging the peers to uphold their integrity, intelligence and skill as public servants (mean = 3.06).

These findings imply that the respondents are aware that working in the government demands a high level of work ethic, professional reputation and excellence. They are well-informed that as public servants, much of professionalism are expected from them which includes a variety of personal qualities and behavior that demonstrate commitment to effective performance in government service. Commitment and confidence, responsibility and dependability, honesty and ethics, and appearance and professional presence are central ingredients of professionalism in the work place. Moreover, the results indicate that the respondents are aware that professionalism is one of the key ingredients towards effective government service as this enhances productivity and efficiency of performance among workers.

Furthermore, Table 2 also shows that the overall weighted mean of 3.13 taken from the group mean of 3.12 from the teachers and a group mean of 3.18 from the school principals indicates that the respondents **practiced** the provisions of the code of conduct and ethical standards in this aspect.

More specifically, the table shows that the respondents **practiced** professionalism by performing their duties with the highest degree of excellence (mean = 3.27), attending public service with utmost devotion to clientele (mean = 3.09), dedicating oneself to render quality service to the public without comparing efforts with remuneration (mean = 3.12), motivating the peers to render quality service without counting the hours (mean = 3.05) and in encouraging the peers to uphold their integrity, intelligence and skill as public servants (mean = 3.11).

From these results, it can be gleaned that the respondents perform and discharge their duties and responsibilities with the highest degree of excellence, professionalism, intelligence and skills. They carry out public service with utmost devotion and dedication to duty. They ensure good performance, project the right government image for the various stakeholders and keep their co-workers motivated to perform their tasks and assignments. It can be further deduced that the respondents ensure justness and fairness in all their dealings that consequently results to better relationships with the co-teachers, students, parents and the general community.

In its entirety, the data in Table 3 reveals that the teachers and principals possess a sense of professionalism in the delivery of public service. Excellence in carrying out one's duties should at least be the core of every undertaking by the teacher and school principals. Accordingly, this has been emphasized and highlighted in the division's efforts especially in conducting information drive on the code of conduct and ethical standards, carefully stressing the three important dimensions of professionalism namely responsibility, conduct and integrity. The respondents exerted greater efforts and strive to be worthy of their profession. As public servants, they are expected to promote professionalism in the workplace by ensuring self-discipline and morality, devotion and excellence in work, dedication and loyalty and by motivating co-workers in the government service to render quality and professional services at all times. Finally, the results in Table 2 further suggest that the respondents have maintained a harmonious and good professional attitude to their work and in their dealings with their colleagues, students and parents by constantly pursuing efforts to improve themselves professionally.

Justness and Sincerity

Table 4 presents data on the level of knowledge and practice on the Code of Conduct and Ethical Standards among public school teachers and principals in the Division of Talisay City in the aspect of justness and sincerity.

As presented in the table, the overall weighted mean of 3.41 taken from the group mean of 3.40 from the public school teachers and a group mean of 3.52 from the school principals suggest that the respondents are **knowledgeable** of the code of conduct and ethical standards in the aspect of justness and sincerity.

In particular, the table reveals that the teachers and principals are **very knowledgeable** on the provisions of performing work that conforms with public interest (mean = 3.34), refraining from discrimination against the poor and underprivileged (mean = 3.43), adhering to the rules of the school in the performance

Table 4

The Level of Knowledge and Practice on the Code of Conduct and Ethical Standards

Among Public School Teachers and Principals in the Division of Talisay City

In the Dimension of Justness and Sincerity

Items	Level of Knowledge						Level of Practice					
	Teachers		Principals		Item Ave.		Teachers		Principals		Item Ave.	
	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT
a.) I always work in conformity with public interest	3.30	VK	3.70	VK	3.34	VK	3.14	P	3.16	P	3.14	P
b.) I refrain from discrimination against the poor and underprivileged.	3.45	VK	3.23	K	3.43	VK	3.36	HP	3.41	HP	3.37	HP
c.) I adhere to the rules of the school in the performance of my duties.	3.43	VK	3.75	VK	3.46	VK	3.98	HP	3.85	HP	3.97	HP
d.) I refrain from extending undue favors to a chosen few.	3.23	K	3.14	K	3.22	K	3.14	P	3.14	P	3.14	P
e.) I respect the rights of other people.	3.59	VK	3.80	VK	3.62	VK	3.97	HP	3.93	HP	3.97	HP
OVERALL	3.40	VK	3.52	VK	3.41	VK	3.52	HP	3.50	HP	3.52	HP

Legend: 1.00-1.74 - Not Knowledgeable (NK)/Never Practiced (NP)

- 2.50-3.24 - Knowledgeable(K)/Practiced (P)
 1.74-2.49 - Less Knowledgeable (LK)/Less Practiced (LP)
 3.25-4.00 - Very Knowledgeable (VK)/Highly Practiced (HP)

of duties (mean = 3.46) and in respecting the rights of other people (mean = 3.62) are elements of justness and fairness. Moreover, the table also shows that the respondents are **knowledgeable** of the provision on refraining from extending undue favors to others is also one element of justness and fairness (mean = 3.22).

From these findings, it can be inferred that the respondents are aware that government service requires them to place the public interest above any other considerations. They are also aware that as government employees, they should always adhere to the school's policies, regulations and rules. Expected of them are also their attitude of respecting the rights of others and of being fair and non-discriminatory to all their dealings especially the poor and the underprivileged. Moreover, it can be deduced from the findings that the respondents are also aware that they should conduct themselves with honesty and dedication to their work and that their actions should not be contrary to good moral and customs.

On the other hand, Table 4 also shows that the overall weighted mean of 3.52 taken from the group mean of 3.52 from the teachers and a group mean of 3.50 from the school principals indicates that the respondents **highly practiced** the provisions of the code of conduct and ethical standards.

In particular, the respondents **highly practiced** the conduct of refraining from doing acts that discriminate against the poor and underprivileged (mean = 3.37), adhering to the rules of the school in the performance of duties (mean = 3.97) and in respecting the rights of other people (mean = 3.97). Moreover, working in conformity with the public interest (mean = 3.140 and refraining from extending undue favors to a chosen few (mean = 3.14) are said to be **practiced** by the respondents.

These results suggest that the respondents act with justness and sincerity to all people. They are fair in their dealings with their colleagues, students and other school clientele by refraining actions that are discriminatory to the poor or by doing favorable actions to the chosen few. Moreover, it can be deduced that they refrain from doing acts that are against public policy, good morals, good customs, public safety and order and public interest.

Generally, it can be finally inferred that the respondents directly or indirectly perform their duties honestly, faithfully, and efficiently, respecting the rights of their clients, the public, and their colleagues. In one way or another, it can be further deduced from the results that the respondents are fair in dealing with their clients, exercising sincerity and adheres honesty and faithfully to the vision and mission of Talisay City Division.

Political Neutrality

Table 5 presents data on the level of knowledge and practice on the Code of Conduct and Ethical Standards among public school teachers and principals in the Division of Talisay City in the aspect of political neutrality.

As presented in the table, the overall weighted mean of 3.31 taken from the group mean of 3.29 from the public school teachers and a group mean of 3.43 from the school principals suggest that the respondents are **very knowledgeable** of the code of conduct and ethical standards in the aspect of political neutrality.

Table 5

The Level of Knowledge and Practice on the Code of Conduct and Ethical Standards
 Among Public School Teachers and Principals in the Division of Talisay City
 In the Dimension of Political Neutrality

Items	Level of Knowledge						Level of Practice					
	Teachers		Principals		Item Ave.		Teachers		Principals		Item Ave.	
	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT
a.)I extend service to everyone regardless of political neutrality.	3.62	VK	3.21	K	3.58	VK	3.21	P	3.22	P	3.24	P

b.)I give the same quality of services to all stakeholders of the school.	3.44	VK	3.75	VK	3.47	VK	3.16	P	3.20	P	3.16	P
c.)Political issues are excluded from our discussions.	3.21	K	3.21	K	3.21	K	3.04	P	3.22	P	3.06	P
d.)I encourage my co-workers to uphold political neutrality.	3.17	K	3.23	K	3.18	K	3.22	P	3.22	P	3.22	P
e.)My political affiliation is concealed from my co-workers.	3.05	K	3.75	VK	3.12	K	3.18	P	3.21	P	3.18	P
OVERALL	3.29	VK	3.43	VK	3.31	VK	3.17	P	3.21	P	3.17	P

In particular, the table reveals that the teachers and principals are **very knowledgeable** on the provisions of extending service to everyone regardless of political affiliation (mean = 3.58) and in giving the same quality of service to all stakeholders of the school (mean = 3.47). Moreover, the table also shows that the respondents are **knowledgeable** on the provisions of excluding political issues from discussions (mean = 3.21), encouraging co-workers to uphold political neutrality (mean = 3.18) and in concealing political affiliation from co-workers (mean = 3.12).

These findings suggest that the respondents are aware that as public servants, they are required to act in the course of their duties in a politically neutral manner. They are expected to act impartially and to fairly implement the rules and regulations of the school without any display of favoritism to any political party, group or association.

Thus, the respondents are aware that they must be apolitical when carrying out their duties, functions and powers.

On the other hand, Table 5 also shows that the overall weighted mean of 3.17 taken from the group mean of 3.17 from the teachers and a group mean of 3.21 from the school principals indicates that the respondents **practiced** the provisions of the code of conduct and ethical standards in the aspect of political neutrality.

In particular, the respondents **practiced** the conduct of extending service to everyone regardless of political affiliation (mean = 3.24), giving the same quality of service to all stakeholders of the school (mean = 3.16), excluding political issues from discussions (mean = 3.06), encouraging co-workers to uphold political neutrality (mean = 3.22) and in concealing political affiliation from co-workers (mean = 3.18).

These results suggest that the respondents provide service to their clientele without unfair discrimination regardless of party affiliation or preference. They always adhere to the principles of fairness and impartiality in making actions and decisions always giving due consideration for the greater good and welfare of everyone.

As a whole, the results reveal that the respondents are able to manage political neutrality in the workplace. In many instances, the respondents are very discrete in dealing political issues by not issuing public statements or opinions about their personal or political views. They are able to manage professionally their dealings with political groups, personalities and associations by distancing themselves to any activity that might jeopardize their work and functions.

Responsiveness to the Public

Table 6 presents data on the level of knowledge and practice on the Code of Conduct and Ethical Standards among public school teachers and principals in the Division of Talisay City in the aspect of responsiveness to the public.

As presented in the table, the overall weighted mean of 3.47 taken from the group mean of 3.45 from the public school teachers and a group mean of 3.63 from the school principals suggest that the respondents are **very knowledgeable** of the code of conduct and ethical standards in the aspect of responsiveness to the public.

In particular, the table reveals that the teachers and principals are **very knowledgeable** on the provisions of the code that pertain to answering completely all questions about school policies (mean = 3.26), encouraging co-workers to give

Table 6

The Level of Knowledge and Practice on the Code of Conduct and Ethical Standards Among Public School Teachers and Principals in the Division of Talisay City In the Dimension of Responsiveness to the Public

Items	Level of Knowledge						Level of Practice					
	Teachers		Principals		Item Ave.		Teachers		Principals		Item Ave.	
	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT
a.) I answer completely all questions pertaining to school policies	3.25	VK	3.52	VK	3.26	VK	3.87	HP	3.47	HP	3.83	HP
b.) I encourage my co-workers to give information on school practices to the public	3.38	VK	3.49	VK	3.39	VK	3.41	HP	3.41	HP	3.41	HP
c.) I encourage the public to give suggestions for the improvement of VSMC services.	3.48	VK	3.80	VK	3.51	VK	3.88	HP	3.93	HP	3.89	HP
d.) I expedite all procedures related to my tasks.	3.53	VK	3.62	VK	3.54	VK	3.00	P	3.11	P	3.01	P
e.) I encourage my co-workers to refrain from red tape in dealing with the public.	3.62	VK	3.75	VK	3.63	VK	3.04	P	3.11	P	3.05	P
OVERALL	3.45	VK	3.63	VK	3.47	VK	3.44	HP	3.41	HP	3.44	HP

information on school practices to the public (mean = 3.39), encouraging the public to give suggestions for the improvement of school services (mean = 3.51), expediting all procedures related to their tasks (mean = 3.54) and encouraging co-workers to refrain from red tape in dealing with the public (mean = 3.62).

These findings suggest that the respondents are aware as public servants, they must satisfy the needs of their clients as fast as possible without delay. They are aware that being responsive to the needs of the colleagues, students and parents will certainly create good relationships with them and likewise good image of the school to the general public. Moreover, these findings also imply that the respondents are highly aware that responsiveness to the public would also gauge their productivity and efficiency as workers in the government.

On the other hand, Table 6 also shows that the overall weighted mean of 3.44 taken from the group mean of 3.44 from the teachers and a group mean of 3.41 from the school principals indicates that the respondents **highly practiced** the provisions of the code of conduct and ethical standards in the aspect of responsiveness to the public.

In particular, the respondents **highly practiced** the conduct of answering completely all questions about school policies (mean = 3.83), encouraging co-workers to give information on school practices to the public (mean = 3.41) and encouraging the public to give suggestions for the improvement of school services (mean = 3.89). Moreover, the conduct of expediting all procedures related to their tasks (mean = 3.01) and encouraging co-workers to refrain from red tape in dealing with the public (mean = 3.05) were also practiced by the respondents.

From these findings, it can be deduced that the respondents have maintained good and harmonious working relationships with the general public. They extend prompt, courteous, adequate, fast and proactive services to the public. They are able to provide information on school policies, rules and regulations in clear and understandable language. They also ensure openness of information, public consultations and seek public opinions whenever necessary. They encourage their stakeholders to forward suggestions and install measures to simplify and systematize school rules and policies. Furthermore, they avoid red tape and develop an understanding and appreciation of a speedy and prompt delivery of services to their stakeholders.

Finally, it can deduced that generally, the respondents are responsive to the informational needs of the public. The general public has to be well informed of the different policies and practices of the school and this can be very well articulated by providing the public transparent services. As a whole, the results imply that the respondents generally adhere to their social responsibility by being responsive and more facilitating to the needs of the public. They serve as effective, open and transparent channels of communication between the school and its clientele.

Nationalism and Patriotism

Table 7 presents data on the level of knowledge and practice on the Code of Conduct and Ethical Standards among public school teachers and principals in the Division of Talisay City in the aspect of nationalism and patriotism.

Table 7

The Level of Knowledge and Practice on the Code of Conduct and Ethical Standards

Among Public School Teachers and Principals in the Division of Talisay City

In the Dimension of Nationalism and Patriotism

Items	Level of Knowledge						Level of Practice					
	Teachers		Principals		Item Ave.		Teachers		Principals		Item Ave.	
	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT
a.) I am loyal to my country and my people.	3.58	VK	3.75	VK	3.60	VK	3.66	HP	3.71	HP	3.67	HP
b.) I serve my fellowmen first before I serve foreigners.	3.51	VK	3.22	K	3.48	VK	3.69	HP	3.81	HP	3.70	HP
c.) I encourage the public to use the indigenous materials.	3.16	K	3.19	K	3.16	K	3.84	HP	3.89	HP	3.85	HP
d.) I believe that our local technology is effective.	3.21	K	3.42	VK	3.23	K	3.08	P	3.18	P	3.09	P
e.) I recommend to the public the use of local school measures.	3.28	VK	3.30	VK	3.28	VK	3.11	P	3.22	P	3.12	P
OVERALL	3.34		3.37	VK	3.35	VK	3.48	HP	3.56	HP	3.48	HP

As presented in the table, the overall weighted mean of 3.35 taken from the group mean of 3.34 from the public school teachers and a group mean of 3.37 from the school principals suggest that the respondents are **very knowledgeable** of the code of conduct and ethical standards in the aspect of nationalism and patriotism.

In particular, the table reveals that the teachers and principals are **very knowledgeable** on the provisions of the code about being loyal to country and people (mean =3.60), serving fellowmen first before serving foreigners (mean = 3.48) and in recommending to the public the use of local measures (mean = 3.28). The table also shows that the respondents are knowledgeable on the provisions of the code of conduct that pertain to encouraging the public to use indigenous materials (mean = 3.16) and on believing that our local technology is effective (mean = 3.23).

These findings suggest that the respondents are aware about the importance of loyalty to the country by first giving preferential attention and treatment of fellow Filipinos over the foreigners. They are also aware that nationalism and patriotism is manifested by encouraging the public to patronize Filipino and those locally made products with the firm belief that these products are superior in quality and are made using effective local technologies. Furthermore, they are aware that patriotism and nationalism brings out unity in every Filipino. They are aware that this concept brings people together. A sense of solidarity and love for our country is a sentiment which binds people's aspirations and hopes. It is a shared feeling and common goal to do what is best for the nation as a whole.

On the other hand, Table 7 also shows that the overall weighted mean of 3.48 taken from the group mean of 3.48 from the teachers and a group mean of 3.56 from the school principals indicates that the respondents **highly practiced** the provisions of the code of conduct and ethical standards in the aspect of nationalism and patriotism.

In particular, the respondents **highly practiced** the conduct of being loyal to country and people (mean = 3.67), serving fellowmen first before serving foreigners (mean = 3.70) and encouraging the public to use indigenous materials (mean = 3.85). Moreover, the table points out that the respondents practiced the provision of believing that our local technology is effective (mean = 3.09) and in recommending to the public the use of local measures (mean = 3.12).

From these findings, it can be gleaned that the respondents are always loyal to the republic and to the Filipino people. They promote the use of locally produced goods, resources and technology. They encourage appreciation and pride of country and people. It can be inferred from these results that the respondents endeavor to maintain and defend Philippine sovereignty against foreign intrusion.

Finally, these findings suggest that the respondents possess a high sense of nationalism and patriotism rooted within a genuine loyalty and dedication to serving the fellowmen and country. As public servants, the respondents aware that the love of work and dedicated service especially to the poor and underprivileged are concrete manifestations of nationalism anchored on the principle of industry and commitment. They are also aware, that it is their obligation to identify with and demonstrate loyalty toward his community and fellowmen by participating, cooperating and contributing to the development of the country.

Commitment to Democracy

Table 8 presents data on the level of knowledge and practice on the Code of Conduct and Ethical Standards among public school teachers and principals in the Division of Talisay City in the aspect of commitment to democracy.

As presented in the table, the overall weighted mean of 3.22 taken from the group mean of 3.23 from the public school teachers and a group mean of 3.74 from the school principals suggest that the respondents are **knowledgeable** of the code of conduct and ethical standards in the aspect of commitment to democracy.

In particular, the table reveals that the teachers and principals are **very knowledgeable** on the conduct of valuing people over foreigners (mean = 3.28), and in serving the country first before other countries (mean = 3.41). Furthermore, the table also shows that the respondents are knowledgeable on the code that pertains on believing in a democratic way of life (mean = 3.16), maintaining the principle of public accountability (mean = 3.12) and in valuing the country above any person or country (mean = 3.14).

These findings suggest that the respondents are aware that the country itself has a democratic form of government where authority is derived from the voting populace. Officials and employees are expected to uphold the Constitution, recognize the superiority of civilian authority over the military and put the country above party lines or persons. Moreover, it can be deduced from these findings that the

Table 8

The Level of Knowledge and Practice on the Code of Conduct and Ethical Standards
Among Public School Teachers and Principals in the Division of Talisay City
In the Dimension of Commitment to Democracy

Items	Level of Knowledge						Level of Practice					
	Teachers		Principals		Item Ave.		Teachers		Principals		Item Ave.	
	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT
a.) I believe in the democratic way of life.	3.16	K	3.17	K	3.16	K	3.08	P	3.11	P	3.08	P
b.) I believe in												

maintaining the principle of public accountability.	3.11	K	3.16	K	3.12	K	3.16	P	3.19	P	3.16	P
c.) I value my country above any person or party.	3.08	K	3.67	VK	3.14	K	3.21	P	3.22	P	3.21	P
d.) I value my people over foreigners.	3.26	VK	3.45	VK	3.28	VK	3.11	P	3.16	P	3.12	P
e.) I believe in serving my country first before other countries.	3.39	VK	3.62	VK	3.41	VK	3.04	P	3.09	P	3.05	P
OVERALL	3.23	K	3.74	VK	3.22	K	3.12	P	3.15	P	3.12	P

respondents are lovers of a peaceful and democratic society. They believe that public accountability is essential in a democratic society as this will pave way to transparency, justness and fairness. They believe on that notion of the Filipino First Policy, giving value to Filipinos over any other country or nationality.

On the other hand, Table 8 also shows that the overall weighted mean of 3.12 taken from the group mean of 3.12 from the teachers and a group mean of 3.15 from the school principals indicates that the respondents **practiced** the provisions of the code of conduct and ethical standards in the aspect of commitment to democracy.

In particular, the respondents **practiced** the conduct of believing in a democratic way of life (mean = 3.08), maintaining the principle of public accountability (mean = 3.16), valuing the country above any person or country (mean = 3.21), valuing people over foreigners (mean = 3.12), and in serving the country first before other countries (mean = 3.05).

From these results, it can be deduced that the respondents are committed to the democratic way of life and values. They maintain the principle of public accountability and manifest by deeds the supremacy of civilian authority over the military. They always uphold the constitution and place their loyalty above any person, organization or party.

Simple Living

Table 9 presents data on the level of knowledge and practice on the Code of Conduct and Ethical Standards among public school teachers and principals in the Division of Talisay City in the aspect of simple living.

Table 9

The Level of Knowledge and Practice on the Code of Conduct and Ethical Standards Among Public School Teachers and Principals in the Division of Talisay City In the Dimension of Simple Living

Items	Level of Knowledge						Level of Practice					
	Teachers		Principals		Item Ave.		Teachers		Principals		Item Ave.	
	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT
a.) I believe in living within my income.	3.22	K	3.29	VK	3.23	K	3.26	HP	3.30	HP	3.26	HP
b.) My lifestyle is appropriate to my position.	3.16	K	3.19	K	3.16	K	3.38	HP	3.43	HP	3.39	HP
c.) I refrain from ostentatious display of wealth.	3.21	K	3.21	K	3.21	K	3.06	P	3.16	P	3.07	P
d.) I observe economy in the use of my own	3.17	K	3.20	K	3.17	K	3.22	P	3.22	P	3.22	P

resources.												
e.) I am moderate in my use of basic commodities	3.18	K	3.19	K	3.18	K	3.28	HP	3.31	HP	3.28	HP
OVERALL	3.18	K	3.22	K	3.19	K	3.22	P	3.28	HP	3.23	P

As presented in the table, the overall weighted mean of 3.19 taken from the group mean of 3.18 from the public school teachers and a group mean of 3.22 from the

school principals suggest that the respondents are **knowledgeable** of the code of conduct and ethical standards in the aspect of simple living.

In particular, the table reveals that the teachers and principals are **knowledgeable** on the code of conduct about living within ones income (mean = 3.23), having a lifestyle that is appropriate to their positions (mean = 3.16), refraining from ostentatious display of wealth (mean = 3.21), observing economy in the use of ones resources (mean = 3.17) and in using moderately the basic commodities (mean = 3.18).

These results imply that the respondents are aware that that living within their income prohibits them from being extravagant that will eventually be the starting point of corruption practices. They are aware that living a simple lifestyle is a commendable act for public servants as this generates trust and confidence from the public. Furthermore, they are aware that simple living is a lifestyle that refrains them from luxury and indulgence. It is generally being satisfied with what they have rather than what they want.

On the other hand, Table 9 also shows that the overall weighted mean of 3.23 taken from the group mean of 3.22 from the teachers and a group mean of 3.28 from the school principals indicates that the respondents **practiced** the provisions of the code of conduct and ethical standards in the aspect of simple living.

In particular, the respondents **highly practiced** the conduct of living within ones income (mean = 3.26), having a lifestyle that is appropriate to their positions (mean = 3.39), and in using moderately the basic commodities (mean = 3.28). Moreover, the table further reveals that they practiced the conduct of refraining from ostentatious display of wealth (mean = 3.07) and in observing economy in the use of ones resources (mean = 3.22).

From these findings, it can be inferred that the respondents and their families lead modest lives appropriate to their positions, ranks and income. They do not indulge in extravagant or ostentatious display of wealth in any form.

At the outset, these results suggest that the respondents adhere to the process of intelligent and practical decision making involving the use of limited resources to satisfy their needs and wants. They realize that such competence will make them better informed and better able to protect their material interests and consequently, will able to build them a strong program in personal and family economics. It can be further inferred that the respondents live a simple lifestyle because they will not only economically survive but also they will be able to attain more of their wants and needs as they allocate and use their limited resources.

Summary Data on The Level of Knowledge and Practice on the Code of Conduct and Ethical Standards

Table 10

Summary Data on The Level of Knowledge and Practice on the Code of Conduct and Ethical Standards Among Public School Teachers and Principals in the Division of Talisay City

Dimensions	Level of Knowledge						Level of Practice					
	Teachers		Principals		Overall		Teachers		Principals		Overall	
	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT	WX	INT
Commitment to Public Interest	3.21	K	3.31	VK	3.22	K	3.12	P	3.21	P	3.13	P
Professionalism	3.11	K	3.16	K	3.12	K	3.12	P	3.18	P	3.13	P
Justness and Sincerity	3.40	VK	3.52	VK	3.41	VK	3.52	HP	3.50	HP	3.52	HP
Political Neutrality	3.29	VK	3.43	VK	3.31	VK	3.17	P	3.21	P	3.17	P
Responsiveness to the Public	3.45	VK	3.63	VK	3.47	VK	3.44	HP	3.41	HP	3.44	HP

Nationalism and Patriotism	3.34	VK	3.37	VK	3.35	VK	3.48	HP	3.56	HP	3.48	HP
Commitment to Democracy	3.23	K	3.74	VK	3.22	K	3.12	P	3.15	P	3.12	P
Simple Living	3.18	K	3.22	K	3.19	K	3.22	P	3.28	HP	3.23	P
GRAND MEAN	3.29	VK	3.45	VK	3.28	VK	3.29	HP	3.30	HP	3.28	HP

Legend: 1.00-1.74 - Not Knowledgeable (NK)/Never Practiced (NP)
 2.50-3.24 - Knowledgeable(K)/Practiced (P)
 1.74-2.49 - Less Knowledgeable (LK)/Less Practiced (LP)
 3.25-4.00 - Very Knowledgeable (VK)/Highly Practiced (HP)

Table 11
 Results on the Test of Significant Difference on the Level of Knowledge and Practice of RA 6713

Variables Tested for significant difference	t-statistic	t-critical	p-value	Decision on Ho	Interpretation
Level of Knowledge Between the Teachers and Principals on RA 6713	2.309	1.99	0.0253	Reject Ho	Significant Difference
Level of Practice Between the Teachers and Principals on RA 6713	0.650	1.99	0.5135	Accept Ho	No Significant Difference

As presented in Table 11, there is a significant difference on the level of knowledge between the public school teachers and principals on the provisions of RA 6713. This is evidenced by the computed t-statistic of 2.309 which is greater than the t-critical value. Moreover, this result is supported by the p-value of 0.0253 which is lesser than the 0.05 level of significance. Thus, the null hypothesis is rejected and conclude that there is a significant difference on the level of knowledge of RA 6713 between the public school teachers and school principals in the Division of Talisay City, Cebu. This result implies that the teachers and school principals differ in their perceptions about their knowledge on RA 6713. This difference can be further attributed to the results in Table 10 in which, the school principals posted higher numerical value (grand mean = 3.45) compared to the teacher's numerical value (grand mean = 3.29).

On the other hand, Table 10 also shows that there is no significant difference on the level of practice between the public school teachers and principals on the provisions of RA 6713. This is evidenced by the computed t-statistic of 0.650 which is lesser than the t-critical value of 1.99. Moreover, this result is supported by the p-value of 0.5135 which is greater than the 0.05 level of significance. Thus, the null hypothesis is accepted and conclude that there is no significant difference on the level of practice of RA 6713 between the public school teachers and school principals in the Division of Talisay City, Cebu. This result implies that the teachers and school principal's practice of the provisions of RA 6713 are more or less the same in scope and manner. Evidently, this result can be further traced back to the results in Table 10 in which the teacher's overall numerical rating (grand mean = 3.29) does not significantly differ with the principal's numerical rating (grand mean = 3.30).

FACILITATING AND RESTRAINING FACTORS ON THE KNOWLEDGE AND PRACTICE OF RA 6713

Table 12 presents data on the facilitating and restraining factors on the knowledge and practice of RA 6713. These data were gathered using focused group discussions which were conducted separately among public school teachers and principals of Talisay City Division, who volunteered to join the sessions. Some of the responses were also gathered using telephone interviews with the respondents during follow-up calls.

Table 12
 Facilitating and Restraining Factors on the Knowledge and Practice of RA 6713

Facilitating Factors	Restraining Factors
School administration is very supportive of the government efforts	No detailed orientation on RA 6713 in the school level
Filing of annual Statement of Assets, Liabilities	No definite schedule on information dissemination

and Net worth	
Strong support of local government units	No yearly evaluation on compliance of RA 6713
Division memorandum on the use of school and government resources and liquidation of government funds	Needs printed materials for wide information drive
Holding of Teacher's Day and Government's provision of bonuses and incentives	HR department and other division chiefs of the division must conduct trainings and seminars
Annual Performance Evaluation	Need to be incorporated in the lessons
Civil Service advisory on non-partisan of government employees	Parents, students and the community need to know RA 6713 to check the teacher's compliance
Posting of Citizen's Charter and other information materials	Absence of lifestyle check of teachers and principals
Holding of seminars, symposia, programs and projects promoting nationalism	No hot line for complaints
	No system of proper complaint
	Complaints are sometimes not well-handled

As shown in the table, the respondents identified various facilitating factors on the knowledge and practice of RA 6713. Accordingly, the respondents reveal that the school administration has been very supportive of government efforts towards code of conduct and ethical behaviors. It has been noted that the school sends teachers to seminars sponsored by the Civil Service Commission and the Office of the Ombudsman on lectures pertaining to graft and corruption. Moreover, the respondents also noted that the filing and submission of the yearly Statement of Liabilities and Net Worth is one of the facilitating factors towards knowledge and practice of RA 6713. This is an annual requirement to all teachers and personnel of the division to ascertain that employees are honest and live according to their means and income. In this way, the respondents are aware that the government is serious in enforcing the provisions of RA 6713. Consequently, the filing of SALN encourages government employees to simple simple and modest lives. Furthermore, the respondents also claimed that the strong support of the local government units also paved way to a wider knowledge and practice of RA 6713.

In addition, the respondents noted that the issuance of division memorandum on the use of school supplies and other government resources also facilitates knowledge and practice of RA 6713. Because of this memorandum, the division is able to save its resources. The system of liquidation of government funds also paved way to curb graft and corruption. Another facilitating factor identified by the respondents is the conduct of Teacher's Day Celebration and other programs and that boost and uphold their morale and integrity as teachers. Moreover, the governments provision of bonuses, incentives and other monetary assistance like uniform and chalk allowance, performance bonus, among other, proved to be effective motivating factors among Deped employees in cutting red tapes.

Furthermore, the respondents claimed that the annual performance evaluation of teachers and principals has encouraged them to uphold their professionalism, commitment and to public service and sincerity in doing the best of their work. To encourage teachers to be non-partisan, the division has reiterated the Civil Service advisory on upholding political neutrality by asking teachers to refrain the from discussing their political views and displaying in public their political ideologies. The division memorandum ensures that the teachers are apolitical and must not side to any person, group, or political party.

In the same vein, the respondents also claimed that the Citizen's Charter displayed in conspicuous places in some schools and in the division office ensures knowledge and practice of RA 6713. Outlining the different services as well as the expected time allocation for every school or office transaction, this billboard clearly manifests the respondents' commitment to public service, professionalism and their responsiveness to the public.

Finally, the holding of lectures, symposia, programs and projects like Lakbay Aral, Buwan ng Wika, Commemoration of Talisay Landing, etc. promotes love and loyalty to the country, and therefore facilitates knowledge and practice of RA 6713 in the aspect of nationalism and patriotism.

On the other hand, the respondents pointed out some restraining factors that affect their knowledge and practice of RA 6713. These factors include the unavailability of a detailed and comprehensive orientation on the spirit, intent and wisdom of the said law both in the school and division levels. Thus, they expressed that the division needs to enhance its present scheme of information campaign on RA 6713 by conducting lectures, seminars and symposia. This is therefore incumbent upon the HR Officer of the division office and other division chiefs to conduct massive information campaign on RA 6713 through the use of other infrastructures like leaflet distribution, inclusion and integration in values education sessions and the like. Along this line, the respondents also expressed that the unavailability of yearly evaluation and lifestyle check of the teacher's

compliance of RA 6713 is one restraining factor identified. This evaluation and lifestyle seek to measure as to what extent the teachers and principals comply the provisions of RA 6713.

Another restraining factor they identified is the lack of knowledge of the students, parents and the general community on the provisions of RA 6713. Accordingly, these stakeholders are not well-informed or acquainted with this law which therefore defeated their roles as checks and balances of the teacher's and principal's knowledge practice of RA 6713. Thus, wide dissemination of RA 6713 among these school constituents is therefore necessary to maximize the attainment of the government's efforts curbing red tapes, "lagay-lagay" system and other forms of graft and corruption.

Finally, the respondents claimed that there is no system of filing formal complaints against erring teachers and school officials. Because of this, some valid and verified complaints in the past have been mishandled. There is no hotline where complainants can readily call to report misconduct of teachers and school officials. Thus, the respondents opined that the system of handling complaints be redefined in order to properly address the issues and concerns of misconduct among erring teachers and school officials. The respondents encourage wide dissemination of this complaint system in order to increase the people's awareness, knowledge and practice of RA 6713.

IV. FINDINGS

1. On the respondent's level of knowledge, the public school teachers are **knowledgeable** while the school principals are **very knowledgeable** of the majority of the aspects of RA 6713. On the other hand, on the respondent's level of practice of RA 6713, both the public school teachers and school principals generally **practiced** the provisions of RA 6713.
2. There is a significant difference on the level of knowledge between the public school teachers and principals on the provisions of RA 6713 as evidenced by the computed t-statistic of 2.309 which is greater than the t-critical value. Moreover, this result is supported by the p-value of 0.0253 which is lesser than the 0.05 level of significance. Thus, the null hypothesis is rejected. On the other hand, the results also show that there is no significant difference on the level of practice between the public school teachers and principals on the provisions of RA 6713. This is evidenced by the computed t-statistic of 0.650 which is lesser than the t-critical value of 1.99. Moreover, this result is supported by the p-value of 0.5135 which is greater than the 0.05 level of significance. Thus, the null hypothesis is accepted.
3. There is a moderate positive correlation between the respondents' level of knowledge and practice on the code of conduct and ethical standards under RA 6713. This is evidenced by the Pearson correlation coefficient of $r = 0.3856$ which indicates that at the respondents' level of knowledge increases, the level of practice also increases. Thus, the null hypothesis is rejected.
4. The respondents identified various facilitating factors on the knowledge and practice of RA 6713. These include the following: the school administration's active support towards the government efforts towards code of conduct and ethical behaviors, the sending of teachers to seminars sponsored by the Civil Service Commission and the Office of the Ombudsman on lectures pertaining to graft and corruption, and the filing and submission of the yearly Statement of Liabilities and Net Worth. On the other hand, the respondents also identified restraining factors on the knowledge and practice of RA 6713. These factors include the unavailability of a detailed and comprehensive orientation on the spirit, intent and wisdom of the said law both in the school and division levels, the unavailability of yearly evaluation and lifestyle check of the teacher's compliance of RA 6713, the lack of knowledge of the students, parents and the general community on the provisions of RA 6713. Finally, the absence of a system of filing formal complaints against erring teachers and school officials is also a factor which the respondents identified that restrains knowledge and practice of RA 6713.

V. CONCLUSION

On the basis of the findings of the study, the study concludes that there is a need for the respondents to enhance their knowledge and practice of the code of conduct and ethical standards under RA 6713. A deepening of understanding by heart, conscientious practice and actualization of the provisions of RA 6713 is necessary in order to increase awareness, knowledge and practice of the said law. Thus, it can further concluded that the public schools through the Division need to spearhead and undertake programs and projects geared towards the enhancement of the ethical consciousness of the public school teachers and school principals, which consequently, will lead towards building and promoting a climate and culture of high ethical standards in public service. Thus, this study supports the Public Personnel Administration Theory espoused by Klinger and Nalbandian (1998).

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