



## TEACHERS' PROFILE, PERFORMANCE AND WORK ETHICS: THEIR RELATIONSHIP TO STUDENTS' ACADEMIC ACHIEVEMENT

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### Abstract

*This study examined the relationship between teachers' personal profile, work ethics, and performance, including the academic achievement of the students, in select public elementary schools of Lower Calanasan, Apayao for the School Year 2024–2025. Using a descriptive-correlational research design, data were gathered from 30 public elementary school teachers through a validated questionnaire on work ethics and complemented by official records of IPCRF ratings and learners' General Weighted Averages (GWA). Descriptive statistics and Pearson correlation analysis were used to analyze the data. Findings revealed that the teachers possessed strong academic credentials, very high levels of work ethics, and outstanding performance ratings. Learners under their instruction generally performed at satisfactory to very satisfactory levels. However, the study found no statistically significant relationship between teacher performance and students' academic achievement. Likewise, teachers' work ethics did not show a significant association with either their own performance or that of their learners. The results underscore the multifactorial nature of student achievement, especially in rural and multigrade contexts, where external and systemic factors may dilute the direct impact of teacher-related variables. The study recommends targeted instructional support, context-sensitive evaluations, and sustained ethical development programs for teachers.*

*Keywords: Calanasan Apayao, elementary school teachers, student academic achievement, teacher performance, work ethics*

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## **INTRODUCTION**

Education serves as a vital cornerstone of national development, and at the center of its machinery are teachers, whose roles extend beyond delivering instruction to shaping values, work habits, and academic success among learners. Globally, there is increasing recognition that teacher effectiveness does not rest solely on content knowledge or instructional techniques but is also influenced by professional disposition and work ethics. Work ethics, in the context of education, refer to a teacher's moral principles and professional conduct, including punctuality, integrity, responsibility, fairness, and respect toward learners and colleagues. According to Haidera et al. (2021), a teacher's ethical behavior encompasses their commitment to professional duties, equitable treatment of students, and dedication to lifelong learning. These behavioral attributes foster positive learning environments and significantly influence both teacher performance and student outcomes.

Worldwide educational reforms emphasize the integration of ethical conduct into teacher development and appraisal systems. UNESCO (2022) highlighted that nurturing ethical values among educators is as essential as building technical competencies. In many countries, including the Philippines, teaching standards and evaluation tools now include indicators related to professionalism and ethics. However, the direct impact of these ethical standards on measurable performance outcomes and learner achievement remains an area of inquiry, particularly in remote and multigrade educational settings.

In the Philippine context, the Department of Education (DepEd) institutionalized mechanisms to evaluate and enhance teacher quality through the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. 2017. This framework outlines the professional expectations for teachers across career stages, emphasizing values, ethics, and accountability. Additionally, DepEd Memorandum No. 4, s. 2014 mandates the use of the Individual Performance Commitment and Review Form (IPCRF) to evaluate teacher performance in key result areas such as curriculum implementation, learning outcomes, and professional growth. The Professional Regulation Commission (PRC) likewise enforces the Code of Ethics for Professional Teachers, which guides educators in upholding integrity, discipline, and public accountability. These legal and policy instruments provide a robust foundation for understanding how teacher ethics intersect with institutional performance metrics and student achievement.

Anchored on these legal bases and educational frameworks, the present study titled "Teacher's Profile and Work Ethics: Its Relationship to Performance" aims to explore the correlation between teachers' demographic and professional profiles, their level of work ethics, and performance outcomes, including the academic achievement of their students. Specifically, it seeks to determine whether variables such as age, sex, educational attainment, years of teaching experience, grade level taught, administrative responsibilities, and extracurricular involvement are significantly related to the teachers' performance and that of their learners. The study also examines the level of work ethics demonstrated by teachers and tests the presence of significant relationships among these variables.

This research is supported by recent studies that emphasize the influence of teacher characteristics and work ethics on professional and student outcomes. Abenoja (2021)

highlighted that ethical commitment improves professional behavior, though its effect on student performance may be indirect. Francisco et al. (2021) found that ethical traits such as punctuality and accountability are reflected in high IPCRF scores. Ramli et al. (2021) observed a regional pattern across Southeast Asia linking educational attainment and years of service with work ethic and teaching quality. Khan, Khan, and Nawaz (2021) reported that professional ethics correlate more strongly with student engagement than subject expertise. Sotero and Cabanilla (2022) concluded that ethical classroom conduct positively influences learners' academic outcomes. Similarly, Tindowen, Bassig, and Cagurangan (2020) emphasized that ethical leadership enhances teacher performance. Othman and Mohamed (2020) argued that ethics-based professional development improves both teacher and learner results. Balderas and Jomadil (2019) stressed that fairness and dedication lead to better classroom climate and performance. Reyes and Cruz (2020) pointed out that in rural areas, both teacher work ethic and community support shape student success. De Guzman and Uy (2022) concluded that structural constraints often hinder the positive impact of ethical and competent teachers.

In the local setting of Lower Calanasan, public elementary school teachers consistently report maintaining high levels of professional discipline and ethical behavior. Many teachers exhibit punctuality, uphold fairness in student assessment, and show commitment to continuous learning. Despite these, they frequently express concern that their performance ratings and work ethic do not always translate to improvements in learner achievement. Multigrade teaching demands, lack of instructional materials, frequent learner absences, weak parental involvement, and geographic isolation are among the recurring challenges they face. Teachers also observe that current appraisal systems may not fully capture the complexity of rural instruction, where classroom realities differ markedly from urban settings.

These recurring observations, frustrations, and gaps between professional effort and learner outcomes prompted the researcher to embark on this study. The goal is to explore whether and how teacher profile and ethical conduct relate to actual performance and to generate empirical evidence that may inform school-based interventions, support mechanisms, and policy enhancements tailored to the needs of rural public-school teachers and their learners.

### **Statement of the Problem**

The present study examined the relationship of teachers' profile, performance and work ethics and the students' academic achievement. It was conducted in selected public elementary schools of Lower Calanasan, Apayao during the School Year 2024–2025. Specifically, it sought answers to the following questions:

1. What is the profile of the teacher-respondents in terms of: age, sex, educational attainment, years of teaching experience, grade level taught, administrative designations, extracurricular involvement
2. What is the level of work ethics among the teacher-respondents?
3. What is the level of teachers' performance based on their IPCRF ratings?
4. What is the level of students' academic achievement based on their General Weighted Average (GWA)?
5. Is there a significant relationship between teacher performance and student academic achievement?

6. Is there a significant relationship between the teacher performance and student academic achievement and the teachers' work ethics?

## **RESEARCH METHODOLOGY**

### **Research Design**

This study employed a descriptive-correlational research design, which was appropriate for both describing existing characteristics of the teacher-respondents and examining the relationships among selected variables. The descriptive component of the research design was used to present a detailed profile of the respondents. It also allowed the researcher to describe the teachers' level of work ethics, their performance ratings based on the Individual Performance Commitment and Review Form (IPCRF), and the academic performance of their students based on their General Weighted Average (GWA). Descriptive statistics such as frequency, percentage, and mean were utilized to summarize and interpret these data in a systematic and meaningful way. The correlational component was applied to analyze the extent of association between the independent and dependent variables.

### **Locale of the Study**

The study was conducted in the selected public elementary schools of Lower Calanasan, Apayao during the School Year 2024–2025. Lower Calanasan is a geographically isolated and disadvantaged area (GIDA) located in the Municipality of Calanasan, Province of Apayao. The area is characterized by remote barangays with limited access to educational resources, challenging terrain, and multigrade instructional setups in some schools. These contextual conditions made it a relevant setting for the study, particularly in understanding how teacher profile and work ethics relate to professional performance and student academic outcomes. The chosen schools reflect a diversity of teaching contexts, including monograde and multigrade classrooms, with varying teacher assignments, administrative responsibilities, and resource availability. The schools were purposively selected to represent typical public elementary school conditions in rural Northern Luzon and to ensure the applicability of the findings to similar educational environments.

### **Respondents and Sampling Procedure**

The respondents of this study were public elementary school teachers from selected schools in Lower Calanasan, Apayao for the School Year 2024–2025. A total of thirty (30) teacher-respondents participated in the study. These teachers handled various grade levels and represented both monograde and multigrade instructional settings. The respondents were selected based on their active teaching status, accessibility of relevant performance data, and their willingness to participate in the research. Purposive sampling was employed in selecting the respondents. This sampling technique was used to ensure that only those teachers who had complete documentation of their Individual Performance Commitment and Review Form (IPCRF) ratings and student General Weighted Averages (GWA) were included in the study.

### **Data Gathering Instruments**

The study utilized a structured survey questionnaire as the primary data-gathering instrument. The tool was partly researcher-made and partly adapted from a validated instrument developed by Haidera et al. (2021). The two-part questionnaire was designed to collect

comprehensive data addressing all the specific problems of the study, particularly those involving teacher profile, work ethics, teacher performance, and student academic performance. Part I gathered the respondents' demographic and professional information. Part II consisted of 35 items covering key ethical behaviors such as professionalism, fairness, integrity, respect, and commitment. The Teacher Performance was obtained from the respondents' most recent Individual Performance Commitment and Review Form (IPCRF) ratings in School Year 2024–2025. The Students' Performance was collected from the average General Weighted Average (GWA) of the learners handled by the teacher-respondents during the current academic year.

### **Data Gathering Procedure**

The data collection process followed a structured approach to ensure accuracy, validity, and ethical implementation in the conduct of the study. The following steps were undertaken to gather the necessary data from public elementary school teachers in selected schools in Lower Calanasan, Apayao. 1) Securing Permission from Authorities through formal letter of request submitted to the Schools Division Superintendent of Apayao. 2) Coordination with Teacher-Respondents 3) Distribution of the Survey Questionnaire to the target respondents 4) Retrieval of Accomplished Instruments and Official Records and 5) Data Encoding and Preparation for Analysis

### **Data Analysis**

The collected data were analyzed using descriptive and correlational statistical methods to address the specific problems of the study. Descriptive statistics such as frequency counts, percentages, and means were used to analyze the demographic and professional profile of the teacher-respondents, the level of teachers' work ethics based on their responses to the adapted Likert-scale questionnaire, the level of teacher performance as measured by their IPCRF ratings, the student academic performance based on the General Weighted Average (GWA) of learners under their supervision. On the other hand, the responses in Part II of the survey (Work Ethics) was measured using a 5-point Likert scale. The scale determined the degree to which teachers exhibited ethical behaviors in their professional roles. The overall mean of each item and the composite mean were interpreted according to this scale to determine the prevailing level of ethical conduct among teacher-respondents. For the correlation analysis, Pearson's Product-Moment Correlation Coefficient ( $r$ ) was employed to determine the presence and strength of relationships between and among the variables in the study.

## **RESULTS AND DISCUSSION**

### **Profile of the Respondents**

The results on the demographic and professional profile of the teacher-respondents from selected public elementary schools in Lower Calanasan, Apayao for the School Year 2024–2025. Show that as to age, majority of the respondents are between 26 to 40 years old, with a mean age of 32.17, indicating a relatively young teaching workforce in their early to mid-career stages. Females make up the majority (66.7%), reflecting the national trend of female dominance in the elementary teaching workforce. Most teachers hold a Master's degree (63.3%), followed by those

with a Bachelor's degree (26.7%), which suggests a generally high level of academic qualification among the respondents.

In terms of teaching experience, a large proportion (70%) of the respondents have 1 to 10 years of service, with a mean of 7.36 years, indicating that the respondents are largely in the early to intermediate stages of their teaching careers. Two-thirds (66.7%) teach monograde classes, while one-third (33.3%) handle multigrade instruction. Only 20% of the teachers hold administrative designations, and likewise, only 20% are involved in extracurricular activities, suggesting that a significant number focus solely on classroom teaching.

**This implies that** the teacher respondents are professionally qualified but relatively young and still growing in service tenure and leadership responsibilities. Their age and educational background may influence their work ethics and performance levels, especially as younger teachers may be more adaptive and academically equipped but still developing in terms of institutional involvement and administrative leadership. The limited engagement in administrative and extracurricular functions may also impact opportunities for holistic professional development and collaboration, which are critical components of work ethics and performance enhancement.

**Furthermore, this study is aligned with** the findings of **Sebukeera and Nangoli (2020)**, who emphasized that younger teachers with postgraduate qualifications often display higher levels of enthusiasm and commitment to ethical teaching practices, although their experience and engagement in school leadership roles may still be evolving. Similarly, the study of **Ramli et al. (2021)** found a significant correlation between teacher profile variables, such as age, years of service, and educational attainment and their work ethics and performance ratings in Southeast Asian public schools. These studies support the current research's assumption that teacher characteristics are not only predictors of performance but also directly influence student achievement outcomes.

### **Level of Work Ethics of the Teacher- Respondents**

The level of work ethics among the 30 teacher-respondents based on selected indicators adapted from the study of Haidera et al. (2021) show that the respondents consistently demonstrate high levels of ethical behavior in their professional roles. The overall mean score of **4.33**, interpreted as *Strongly Agree*, signifies that teacher strongly uphold values such as integrity, fairness, respect, punctuality, accountability, and lifelong learning. Particularly high ratings were recorded for items such as "I am committed to nurturing moral values among my students" (M = 4.70), "I work with honesty and dedication to improve educational outcomes" (M = 4.70), and "I follow school policies and procedures to achieve instructional goals on time" (M = 4.53), indicating that these behaviors are highly ingrained in their professional practice.

**This implies that** the teacher-respondents possess a deeply rooted ethical orientation, which is expected to positively influence both their personal performance and the academic development of their students. A strong work ethic correlates with improved instructional delivery, responsible classroom management, equitable treatment of learners, and the cultivation of a supportive and inclusive learning environment. Furthermore, high ethical standards among teachers contribute to building trust, respect, and collaboration within the school community factors that enhance overall school performance.

Furthermore, this study is aligned with the findings of Khan, Khan, and Nawaz (2021), who concluded that teachers with high ethical standards exhibit better professional conduct, which significantly enhances their teaching effectiveness and student learning outcomes. Similarly, Othman and Mohamed (2020) emphasized that ethical teaching behaviors especially fairness, professionalism, and commitment are closely linked to high IPCRF ratings and overall school effectiveness in Philippine public schools. These studies affirm the relevance of ethical dimensions in shaping not only teacher performance but also the learning atmosphere within educational institutions.

### Level of Teachers' Performance Based on their IPCRF Ratings

Table 1 displays the performance ratings of the teacher-respondents based on their Individual Performance Commitment and Review Form (IPCRF) for the School Year 2024–2025. The ratings are categorized into five descriptive levels ranging from *Poor* to *Outstanding*, based on a standard numerical range.

This means that the majority of the respondents, or **86.67%**, received a performance rating within the range of **4.51 to 5.00**, which corresponds to the *Outstanding* category. The remaining **13.33%** were rated as *Very Satisfactory*, falling within the range of **3.51 to 4.50**. No respondent received ratings in the lower categories (*Satisfactory*, *Fair*, or *Poor*). The computed mean performance rating is **4.56**, which also falls under the *Outstanding* category.

This implies that the teachers in the selected schools generally exhibit exemplary performance in their professional duties and responsibilities. The high IPCRF ratings suggest strong adherence to DepEd standards in instructional planning, learner outcomes, classroom management, and professional engagement. These ratings further reinforce the earlier finding that the respondents demonstrate very high levels of work ethics, as strong ethical behavior often translates into effective teaching practices, goal fulfillment, and institutional contribution.

Furthermore, this study is aligned with the findings of Francisco et al. (2021), who reported that high levels of work ethics particularly those related to punctuality, accountability, and dedication are significantly associated with outstanding IPCRF performance in Philippine public elementary schools. Additionally, Tindowen, Bassig, and Cagurangan (2020) emphasized that ethical leadership and teacher professionalism have direct positive effects on teachers' individual performance metrics, including IPCRF scores. These affirm the present study's proposition that work ethics and teacher profile variables significantly shape actual performance outcomes in measurable terms.

Table 1. Teachers' level of performance based on their IPCRF ratings.

Range	Frequency	Percentage	Descriptive Value
4.51 – 5.0	26	86.67	Outstanding
3.51 – 4.50	4	13.33	Very Satisfactory
2.51 – 3.50	0	0	Satisfactory
1.51 – 2.50	0	0	Fair
1.0 – 1.50	0	0	Poor
Mean - 4.56 (Outstanding)			

### Level of Students' Academic Achievement based on their General Weighted Average (GWA)

Table 2 presents the academic performance of the learners under the teacher-respondents, as reflected in their General Weighted Averages (GWA) for the School Year 2024–2025. The performance ratings are categorized from *Poor* to *Outstanding* using standard DepEd descriptors.

**This means that** the majority of learners achieved academic performance within the *Very Satisfactory* (85–89) and *Satisfactory* (80–84) ranges, accounting for **40.0%** and **32.2%** of the total, respectively. A smaller portion, **15.0%**, were rated as *Outstanding* (90 & above), while only **12.2%** reached the *Fair* category (75–79). None of the learners fell within the *Poor* category. The computed mean GWA of **84.94** falls under the *Very Satisfactory* level.

**This implies that** the learners under the care of the respondents are performing at acceptable but improvable levels. While most learners are achieving very satisfactory or better results, the relatively low number of outstanding performers suggests that there is room to enhance learner outcomes. This performance level may be influenced by several factors including the instructional effectiveness, work ethics, and teaching strategies of the teacher, which are central to this study. The data also provides a critical foundation for examining the correlation between teacher-related variables and student academic achievement..

**Furthermore, this study is aligned with** the findings of **Sotero and Cabanilla (2022)**, who revealed that student academic performance is significantly influenced by the professional conduct and work ethics of teachers, especially in terms of fairness, instructional responsibility, and consistency. Similarly, **Balderas and Jomadil (2019)** emphasized that while teachers' qualifications and experience are crucial, it is the ethical teaching behaviors, such as dedication, fairness, and student support that have the most direct impact on learners' academic outcomes. These studies support the premise that both teacher performance and work ethics are vital predictors of student academic achievement.

Table 2. Learners' level of academic achievement based on their general weighted average.

Range	Frequency	Percentage	Descriptive Value
90 & above	14	15.6	Outstanding
85 – 89	36	40.0	Very Satisfactory
80 – 84	29	32.2	Satisfactory
75 – 79	11	12.2	Fair
74 & below	0	0	Poor
Mean - 84.94 (Very Satisfactory)			

### Association Between the Teacher Performance and Students' Academic Achievement

Table 3 displays the association between teacher performance and student academic performance. It was initially hypothesized that there is no significant relationship between the two variables. This hypothesis rests on the premise that although teacher performance plays a crucial role in the delivery of instruction, student academic performance may also be influenced by various external factors such as home environment, learner readiness, access to resources, and socio-economic background.



Based on the results, the Pearson correlation coefficient revealed an r-value of 0.012 and a p-value of 0.950, indicating a very weak correlation that is not statistically significant at the 0.05 level. Since the p-value is greater than the level of significance, the null hypothesis is accepted. This means that no significant relationship was found between teacher performance ratings and student academic outcomes, as measured by the General Weighted Average (GWA).

This outcome suggests that in the context of Lower Calanasan’s public elementary schools, teacher performance ratings as captured by the IPCR, may not directly predict or influence learner academic success. The IPCRF often includes administrative, behavioral, and community-based performance indicators that may not necessarily reflect classroom instructional effectiveness. As emphasized by Abenoja (2021), the IPCRF, while useful for appraising professional conduct and compliance, may overlook deeper instructional quality metrics tied to actual student achievement.

Additionally, student performance in remote, multigrade settings is often shaped by complex and intersecting factors. Reyes and Cruz (2020) highlight that in rural areas, learners face challenges such as long travel distances, food insecurity, and minimal home academic support. These conditions weaken the immediate impact of teacher efforts on academic results. Even effective teaching may not produce high academic achievement if learners are constrained by these non-instructional barriers.

This result also aligns with findings by De Guzman and Uy (2022), who concluded that in underserved communities, student academic outcomes depend less on teacher evaluation scores and more on the availability of learning materials, stable infrastructure, and parental engagement. The disconnect between performance ratings and student achievement in such settings reflects the need for more inclusive and context-sensitive evaluation mechanisms that consider the lived realities of both teachers and learners.

In essence, while teachers remain instrumental in shaping learning experiences, this study reinforces the notion that student academic performance is a multifactorial construct. Improving educational outcomes in rural and multigrade contexts may require broader interventions beyond individual teacher performance, such as enhanced learner support systems, community involvement, and structural improvements in educational delivery.

Table 3. Association between the teachers’ performance and students’ academic achievement

Variables	r - value	P-value	Remarks
Teacher performance and student academic achievement	0.012	0.950	Not Significant

**Association Between the Teacher Performance and Student Academic Performance and Teachers’ Work Ethics**

Table 4 displays the association between teachers’ work ethics and two outcome variables: teacher performance and student academic performance. It was initially hypothesized that there is no significant relationship between teachers’ work ethics and their performance, as well as between work ethics and the academic performance of their students. This assumption

was made to objectively determine whether ethical conduct alone has a measurable effect on professional success and learner outcomes within the given teaching context.

The statistical analysis revealed that the correlation between teachers' work ethics and their performance yielded an r-value of 0.086 with a p-value of 0.653, indicating a weak and statistically non-significant relationship. Similarly, the correlation between teachers' work ethics and student academic performance showed an r-value of 0.261 and a p-value of 0.163, which also did not reach the threshold for statistical significance at the 0.05 level. Therefore, the null hypotheses for both relationships are accepted, confirming that no significant associations exist between the variables tested.

These results suggest that within the context of the selected public elementary schools of Lower Calanasan, Apayao, teachers' ethical dispositions such as diligence, punctuality, integrity, and commitment do not significantly predict either their IPCRF performance ratings or their students' academic outcomes. While this may appear counterintuitive given the generally accepted role of ethical behavior in enhancing professional effectiveness, several factors may explain the findings.

First, the evaluation mechanisms for teacher performance, such as the IPCRF, are often based on pre-set indicators and documentary compliance rather than direct observation of ethical conduct. As observed by Manalo and Arguelles (2021), many public-school evaluation tools in the Philippines emphasize quantifiable outputs over qualitative behaviors like integrity or perseverance, which may not be fully captured in performance scores despite their relevance to workplace culture.

Second, the academic achievement of learners, particularly in rural and multigrade settings, may be more heavily influenced by external conditions rather than teacher work ethic alone. Learner readiness, resource scarcity, family background, and environmental distractions often play a more dominant role in shaping academic success than the internal traits of the teacher. In support of this, Calingasan and Del Mundo (2020) emphasized that student performance in geographically disadvantaged areas depends more on infrastructural and support system adequacy than on individual teacher traits.

Third, ethical behavior, though essential, may have indirect rather than immediate effects on outcomes. Teachers with strong work ethics may foster a positive climate, model good behavior, and maintain orderly classrooms, but these contributions might not directly translate into higher performance ratings or GWA improvements if the instructional quality, content mastery, or learner engagement is not equally addressed. As noted by Fullan (2019), ethical and relational competencies must be integrated with pedagogical excellence to yield tangible results.

These findings highlight the need for more performance appraisal systems and comprehensive learner support mechanisms to fully leverage the positive contributions of ethically-driven educators.

Table 4. Association between the teachers' performance and students' academic achievement and teachers' work ethics

<b>Variables</b>	<b>r - value</b>	<b>P-value</b>	<b>Remarks</b>
Teacher performance	0.086	0.653	Not Significant

Student academic performance	0.261	0.163	Not Significant
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## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The teachers in the select public elementary schools of Lower Calanasan, Apayao possess strong academic qualifications and demonstrate very high levels of work ethics and professional performance. However, these positive attributes do not significantly correlate with the academic achievement of their students, suggesting that teacher-related factors alone may not sufficiently explain variations in learner outcomes. Furthermore, the absence of significant relationships between work ethics and performance outcomes implies that ethical conduct, while essential, may exert its influence in ways not immediately captured by current performance metrics. Overall, the study affirms that student achievement is shaped by a combination of teacher characteristics and broader contextual factors beyond individual control.

### Recommendations

1. School heads may gradually assign capable and early-career teachers to minor administrative or extracurricular responsibilities to develop their leadership skills, increase institutional involvement, and promote well-rounded professional growth.
2. School administrators should provide regular in-service training focused on differentiated instruction, remedial strategies, and learner-centered approaches to help bridge classroom learning gaps since teacher performance ratings did not directly translate to improved student outcomes,
3. Schools and local stakeholders should collaborate to implement structured programs such as weekend tutorials, reading remediation, and parental orientation sessions to reinforce learning outside regular class hours.
4. Schools should institutionalize quarterly performance reviews that combine student learning data with teacher reflection sessions, allowing educators to identify challenges, share best practices, and align instructional strategies with actual learner needs.
5. The Department of Education and school leaders are encouraged to revisit performance appraisal tools to include direct indicators of instructional impact, especially in multigrade and remote settings, where current metrics may not fully capture teaching effectiveness.
6. The teachers should consistently maintain their high ethical disposition through values-based faculty development sessions, peer mentoring, and recognition of exemplary ethical conduct.

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