



(RESEARCH ARTICLE)



UNDERSTANDING AND RESPONSIVENESS OF NON-TEACHING PERSONNEL TO THE NORMS OF CONDUCT IN THE DEPARTMENT OF EDUCATION (DEPED) TIWI DISTRICT

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ABSTRACT

This study assessed the level of understanding and extent of responsiveness of non-teaching personnel to the norms of conduct in the Department of Education (DepEd) Tiwi District. The norms of conduct examined were commitment to public interest, integrity and professionalism, justness and sincerity, responsiveness to the public, and simple living. The study was anchored on the constitutional mandate that public office is a public trust and the provisions of Republic Act No. 6713, which institutionalizes ethical standards among public officials and employees. A descriptive-survey research design was employed involving eighty (80) non-teaching personnel from elementary schools, secondary schools, and the district office. Data were gathered through a researcher-made questionnaire that underwent content and internal validation. Weighted mean, frequency count, percentage distribution, Pearson Product-Moment Correlation, and t-test were utilized to analyze the data. Findings revealed that respondents demonstrated a very high level of understanding of the norms of conduct across all dimensions. Similarly, their responsiveness to ethical standards was rated very high, indicating consistent adherence to expected professional behaviors. The study further established a very strong positive relationship between understanding and responsiveness, suggesting that increased knowledge of ethical standards contributes to improved ethical practices. Despite the favorable results, several challenges were identified, including occasional lapses in procedural compliance, accountability, responsiveness, and moderation. Based on these findings, an action plan was proposed to strengthen ethical awareness and compliance through continuous training, monitoring, leadership support, and policy reinforcement. The study concludes that strong understanding of ethical standards significantly contributes to responsible, transparent, and accountable public service among non-teaching personnel in DepEd Tiwi District

Keywords: Norms of Conduct, Non-Teaching Personnel, Ethical Standards, Responsiveness

1 INTRODUCTION

Ethical conduct serves as the foundation of effective public service, particularly within educational institutions where accountability, professionalism, and integrity are essential for maintaining public trust. In the Philippine educational system, non-teaching personnel perform critical administrative, financial, technical, and operational functions that support the achievement of institutional goals. Their actions and decisions directly influence the efficiency of school

operations and the quality of services rendered to stakeholders. Consequently, adherence to established norms of conduct is necessary to ensure transparency, fairness, and responsible governance.

The legal basis for ethical conduct in public service is grounded in the 1987 Philippine Constitution, which states that public office is a public trust. This principle is reinforced by Republic Act No. 6713, otherwise known as the Code of Conduct and Ethical Standards for Public Officials and Employees. The law prescribes five primary norms of conduct: commitment to public interest, integrity and professionalism, justness and sincerity, responsiveness to the public, and simple living. These ethical standards guide public servants in performing their duties with competence, accountability, and dedication.

The Department of Education has institutionalized these standards through policies and directives that encourage personnel to embody ethical values in their daily responsibilities. However, compliance with these standards depends not only on awareness but also on the ability of personnel to consistently practice them in the workplace. Variations in understanding, policy implementation, and workplace challenges may influence responsiveness to ethical expectations.

Given the vital role of non-teaching personnel in school governance, assessing their understanding and responsiveness to the norms of conduct is essential. This study aimed to determine the level of understanding and responsiveness of non-teaching personnel in DepEd Tiwi District, identify existing issues related to ethical practice, examine the relationship between understanding and responsiveness, and provide a basis for developing interventions that strengthen ethical governance and improve public service delivery.

2 MATERIALS

The study utilized both human and documentary resources to obtain the necessary data. The primary materials consisted of a researcher-made questionnaire designed to assess the respondents' level of understanding and extent of responsiveness to the norms of conduct prescribed under Republic Act No. 6713. The questionnaire was developed in consultation with the research adviser, thesis committee, and external validators to ensure clarity, relevance, and alignment with the objectives of the study.

The instrument was divided into four parts. The first part measured the level of understanding of non-teaching personnel regarding commitment to public interest, integrity and professionalism, justness and sincerity, responsiveness to the public, and simple living. The second part assessed the extent of responsiveness to these norms. The third part identified issues affecting ethical understanding and practice, while the fourth part gathered respondents' suggestions for improvement and action planning.

Secondary materials included books, journals, theses, dissertations, government issuances, DepEd memoranda, online resources, and legal documents such as the 1987 Philippine Constitution, Republic Act No. 6713, and other related references that provided theoretical and legal foundations for the study. These materials supported the development of the research framework and the interpretation of findings. The combination of primary and secondary sources ensured the reliability, validity, and comprehensiveness of the information gathered throughout the investigation.

3 METHODS

This study employed the descriptive-survey method of research to determine the understanding and responsiveness of non-teaching personnel to the norms of conduct in DepEd Tiwi District. The descriptive approach was appropriate because it allowed the researcher to systematically describe existing conditions, behaviors, and perceptions related to ethical standards among respondents.

The respondents consisted of eighty (80) non-teaching personnel assigned to elementary schools, secondary schools, and the district office. Total enumeration was utilized to ensure comprehensive representation of all non-teaching personnel within the district. Data were collected through a validated questionnaire administered personally by the researcher. Prior to distribution, approval was secured from relevant authorities, and respondents were informed of the purpose and significance of the study. Confidentiality and voluntary participation were emphasized throughout the data collection process.

The research instrument underwent internal and content validation by members of the thesis committee and external validators from the education sector. Their recommendations were incorporated into the final version of the questionnaire before administration.

Responses were encoded, organized, and analyzed using appropriate statistical tools. Weighted mean was used to determine the level of understanding and extent of responsiveness of respondents. Frequency count and percentage

distribution were employed to identify common issues and concerns. Pearson Product-Moment Correlation Coefficient was utilized to determine the relationship between understanding and responsiveness, while the t-test was applied to establish the significance of the correlation. Results were presented in tabular form and interpreted according to the predetermined rating scales, providing a clear basis for conclusions and recommendations.

4 DISCUSSION

The findings indicate that non-teaching personnel in DepEd Tiwi District possess a very high level of understanding of the norms of conduct. This suggests that efforts to disseminate ethical policies and standards have been effective in promoting awareness and comprehension of professional responsibilities. Respondents demonstrated strong familiarity with the principles of public service, particularly in areas related to accountability, integrity, fairness, and commitment to public welfare.

Similarly, the very high level of responsiveness observed among respondents indicates that ethical understanding is generally translated into actual practice. The results show that non-teaching personnel consistently demonstrate professionalism, respect, transparency, and dedication in performing their duties. Such findings underscore the importance of ethical literacy in fostering a culture of responsible public service and enhancing stakeholder confidence in educational institutions.

The very strong positive relationship between understanding and responsiveness further supports the argument that awareness and knowledge significantly influence ethical behavior. Personnel who clearly understand ethical standards are more likely to apply them consistently in their workplace interactions and decision-making processes. This reinforces the importance of continuous ethics education and policy orientation programs.

Despite favorable outcomes, the study identified several recurring issues, including lapses in accountability, delayed responses to concerns, procedural inconsistencies, and occasional deviations from simple living principles. These concerns indicate that high levels of understanding do not completely eliminate challenges in implementation. Continuous monitoring, leadership support, and professional development initiatives remain necessary to strengthen ethical compliance and address identified gaps. Through sustained interventions, educational institutions can cultivate a stronger culture of integrity, accountability, and service excellence among non-teaching personnel.

5 RESULTS

The study revealed that non-teaching personnel in DepEd Tiwi District demonstrated a very high level of understanding of the norms of conduct. High weighted mean scores were recorded across all dimensions, including commitment to public interest, integrity and professionalism, justness and sincerity, responsiveness to the public, and simple living. These findings indicate that respondents possess extensive knowledge of the ethical standards governing public service.

Results also showed a very high extent of responsiveness to the norms of conduct. Respondents consistently practiced honesty, fairness, professionalism, accountability, and courtesy in their work-related interactions. The findings suggest that the ethical principles understood by personnel are generally reflected in their daily behaviors and service delivery practices.

Furthermore, the study established a very strong positive correlation between understanding and responsiveness. The statistical analysis confirmed that greater understanding of ethical standards was associated with higher levels of responsiveness and ethical practice. This finding validates the importance of awareness and comprehension in promoting ethical conduct.

Although overall ratings were highly favorable, respondents identified concerns related to procedural compliance, accountability, timeliness of service, fairness, and moderation in personal behavior. These issues served as the basis for the formulation of an action plan designed to strengthen ethical compliance, improve accountability, and sustain high standards of public service among non-teaching personnel.

6 CONCLUSION

The study concludes that non-teaching personnel in DepEd Tiwi District possess a very high level of understanding of the norms of conduct prescribed under Republic Act No. 6713. Their extensive knowledge of ethical principles reflects the effectiveness of policy dissemination, professional orientation activities, and organizational efforts to promote ethical governance in educational institutions. Such understanding contributes significantly to the development of a workplace culture founded on accountability, professionalism, integrity, and public trust.

The findings further establish that respondents demonstrate a very high level of responsiveness to ethical standards in the performance of their duties. Their consistent practice of fairness, transparency, respect, and responsibility highlights the positive impact of ethical awareness on workplace behavior and service delivery. These practices help strengthen institutional credibility and enhance public confidence in educational governance.

A significant outcome of the study is the discovery of a very strong positive relationship between understanding and responsiveness. This confirms that ethical knowledge plays a critical role in shaping responsible conduct among public servants. As personnel develop deeper understanding of ethical standards, they become more capable of applying these principles effectively and consistently in their daily responsibilities.

While respondents generally exhibited exemplary performance, the presence of recurring concerns related to accountability, procedural compliance, responsiveness, and moderation indicates the need for continuous improvement. Therefore, the implementation of a comprehensive action plan focusing on ethics training, policy reinforcement, leadership modeling, monitoring, and recognition programs is recommended. Sustained interventions will help ensure long-term compliance with ethical standards and foster a culture of excellence, transparency, and public service within DepEd Tiwi District.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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Disclosure of conflict of interest

No conflict of interest should be disclosed.

Statement of ethical approval

This study was conducted in compliance with institutional ethical standards and approved by the Schools Division Office of Albay

Statement of informed consent

All participants were informed of the study's purpose, procedures, and confidentiality measures. Written consent was obtained from the Schools Division Superintendent prior to participation of Tiwi District Non-Teaching Personnel.

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