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Pedagogical Competence and Professional Integrity of Basic Education Teachers

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Abstract

Aim: This study determined the level of pedagogical competence and the extent of practice of professional integrity of Basic Education Teachers within the Garchitorena District, Schools Division of Camarines Sur, during the academic year 2022-2023.

Methodology: The researcher utilized a descriptive-correlational-evaluative design. A total enumeration was employed in the choice of the study's respondents based on the selection criteria. Specifically, this study's respondents were eighty-five (85) public elementary school teachers from Garchitorena District, Schools Division of Camarines Sur. The researcher employed an adapted survey questionnaire to facilitate the collection of data necessary for determining the prevailing levels of pedagogical competence and the extent of professional integrity practiced of teachers. The statistical techniques utilized were the weighted mean, the two-way ANOVA, and the Pearson r.

Results: The findings revealed that the teachers' level of pedagogical competence along the following areas, along teaching skills, management of learning environment, and teaching attitude is very high. Along learning resource development and professional development areas, is high. On the other hand, the teacher's extent of practice of professional integrity along the following areas, state, community, profession, learners, parents, business and as a person is very high. Along the higher authorities in the profession, is high. Utilizing the Pearson Product-Moment of Correlation (Pearson r) and Coefficient of determination (r^2), the results showed that management of learning environment, teaching attitude, and professional development significantly contributes to teachers' extent of practice of professional integrity having a registered (r^2) values of 15.67%, 27.90% and 13.74%, respectively. Meanwhile, teaching skills and learning resource development does not significantly contribute to teachers' extent of practice of professional integrity having a registered (r^2) values of 4.14% and 1.65% respectively. There was a significant difference on the level of pedagogical competence across areas, as the F-value = 61.3846, $p < 0.05$. However, no significant difference on the pedagogical competence "between groups" of respondents, as the F-value = 1.3846, $p > 0.05$. Also, the study found no significant difference on the extent of practice of professional integrity of teachers "across areas", as the F-value = 1.8956, $p > 0.05$, and "between groups" of respondents, as the F-value = 0.0064, $p > 0.05$, indicating a not statistically significant.

Conclusion: Based on the collected data, major conclusions were drawn from the study: (1) management of learning environment, teaching attitude and professional development significantly contribute to professional integrity. (2) While, teaching skills and learning resource development does not significantly contribute to professional integrity. (3) Based on the test statistics, there is no significant differences existed on the level of pedagogical competence and professional integrity between the two groups of teachers. (4) However, a highly significant difference existed only on the aspects of pedagogical competence particularly on learning resource development, management of learning environment as well as on professional development. Ultimately, the results collected were used to craft a sustainability program aimed at enhancing teachers' pedagogical competence and the practice of professional integrity.

Keywords: Pedagogical Competence, Professional Integrity, Basic Education Teachers, Sustainability Program



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INTRODUCTION

In an ever-evolving world marked by the rapid evolving technology, the emergencies of new teaching methodologies, cultural diversities and socio-economic disparities, the role of Basic Education Teachers takes on unprecedented significance. Education is a universally acknowledged human right and a powerful catalyst for personal and societal progress (Carvajal & Sanchez, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023).

In this complex landscape, the competencies and ethical standards of educators play a pivotal role in shaping the future of education. Pedagogical Competence and Professional Integrity emerge as the cornerstones upon which the foundation of quality education rests, not only in the Philippines but also in the global context (Amihan & Sanchez, 2023; Carvajal & Sanchez, 2024; Carvajal, et al., 2024). This study explores the vital intersections of these two crucial attributes, addressing both the overarching global issues influencing education and the specific challenges within the Philippines' educational system.

Pedagogical competence is a crucial factor in ensuring the quality of education. According to Toshtemirovich (2019), it encompasses the knowledge, skills, and abilities that teachers possess to effectively impart knowledge, create effective learning environments, nurture critical thinking, and adapt their teaching methods to engage learners in meaningful and productive learning experiences. Pedagogical competence also involves integrating educational technology into teaching and learning (De Vera et al., 2021).

Teachers equipped with robust pedagogical skills, contribute to the holistic development of students, preparing them for future challenges. Ongoing professional development and support are vital to ensure that educators stay current with best practices, consistently refining and augmenting their pedagogical competence.

Furthermore, professional integrity forms the ethical backbone of educators. It is seen as personal quality which comprises several aspects such as honesty, trustworthiness and responsibility. Integrity and professionalism are the glue that holds competent and strong teachers together (Parthiban & Subhashini, 2021). Professional integrity is an embodiment of honesty, reliability and moral action. Teachers are expected to exercise integrity through their professional commitments, responsibilities and actions. This can be achieved by being trustworthy, honest, authentic, doing the right thing always and accepting one's mistakes without passing the blame on others. Adhering to professional integrity involves avoiding conflict between one's private interest and professional responsibilities which could reasonably be deemed to impact negatively on students (Iroegbu & Uyanga, 2019).

It is pivotal for fostering a culture of trust, respect, and accountability among educators, students, and the community at large. It ensures that teachers prioritize the well-being and equitable treatment of their students while maintaining the highest ethical standards (Zacarias & Flores, 2023). Professional integrity extends to the dedication of teachers in promoting the welfare and holistic development of their students (Amihan, Sanchez & Carvajal, 2023; Salendab & Sanchez, 2023; Sanchez, 2022). As role models, teachers in the Philippines are entrusted with the responsibility of instilling ethical values and contributing to the moral fabric of society. Upholding professional integrity is not only a requirement but also a fundamental aspect of ensuring the effectiveness and credibility of the education system (Cetin et. al, 2021).

The study on the interplay between pedagogical competence and professional integrity among teachers is crucial for several reasons. Firstly, understanding this relationship is essential for enhancing the overall quality of education in the country. Pedagogical competence, encompassing effective instructional strategies and a deep understanding of subject matter, serves as the foundation for creating meaningful learning experiences. When coupled with professional integrity, it ensures that teachers uphold ethical standards, fostering an environment built on trust and honesty.

The commitment to pedagogical excellence goes hand in hand with the ethical responsibility to treat students and colleagues with fairness and respect, promoting a positive and inclusive learning atmosphere. Teachers with strong pedagogical competence and professional integrity not only deliver quality education but also serve as ethical role models, contributing to the overall development of students and the integrity of the education system (Furtado & Saldanha, 2023). This symbiotic relationship reinforces the importance of combining instructional skill with ethical conduct to create a holistic and impactful educational experience (Katic et al., 2020).

However, teachers face a range of issues and challenges encountered in their pursuit of pedagogical competence and professional integrity (Carvajal, Sanchez & Amihan, 2023; Sanchez, 2020; Sanchez, et al., 2024a; Sanchez & Sarmiento, 2020). One major challenge is the inadequate access to professional development opportunities (Gonong, 2018). Limited resources and opportunities for continuous training can hinder teachers from staying updated on the latest instructional methodologies. This can lead to stagnation in teaching methods and curriculum knowledge (Dizon & Sanchez, 2020; Sanchez, 2023a; Sanchez, et al., 2024b). In an increasingly digital world, some teachers may lack access to technology or training in using it effectively for instruction, impacting their



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ability to develop digital pedagogical competence (Tomaro, 2018). The demand for accountability may sometimes lead to practices that compromise professional integrity, such as teaching to the test or neglecting the holistic development of students. Another, administrative tasks can consume a significant portion of teachers' time, leaving them with less time to focus on improving pedagogical competence (Linchoco, 2019; David et al., 2019). The demanding workload of teachers can lead to burnout, impacting both pedagogical competence and professional integrity. Furthermore, issues related to the performance evaluation system (Samuel & Berhanu, 2019) can sometimes be perceived as inconsistent or lacking transparency, which can affect teacher's motivation and commitment to maintaining professional integrity.

Addressing these issues and challenges requires a multi-faceted approach involving the Department of Education (DepEd), school administrators, and policymakers. Providing teachers with adequate resources, ongoing professional development, and support in maintaining professional integrity is essential to ensure that they can effectively meet the educational needs of students (Muñoz & Sanchez, 2023; Sanchez, 2023b; Sanchez, et al., 2024c). Thus, determining the pedagogical competence and professional integrity of Basic Education Teachers is essential for improving the overall quality of education and maintaining the ethical standards of the teaching profession.

Objectives

This study determined the level of pedagogical competence and the extent of practice of professional integrity of teachers in Garchitorea District, Schools Division of Camarines Sur, SY, 2022-2023.

Specifically, this study sought answers on the following questions:

1. What is the level of pedagogical competence of teachers along the following?
 - a. Teaching Skills;
 - b. Learning Resource Development;
 - c. Management of Learning Environment;
 - d. Teaching Attitude;
 - e. Professional Development;
2. What is the extent of practice of professional integrity of teachers along?
 - a. State;
 - b. Community;
 - c. Profession;
 - d. Higher Authorities in the Profession;
 - e. Learners;
 - f. Parents;
 - g. Business;
 - h. Person;
3. What is the degree of contribution of the level of pedagogical competence to the extent of practice of professional integrity of teachers?
4. Are there significant differences on the level of pedagogical competence and the extent of practice of professional integrity among areas and between groups of respondents?
5. What sustainable plan may be proposed based on the findings of the study?

Hypotheses

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

Hypothesis 1: The level of pedagogical competence significantly contributes to the extent of practice of professional integrity of teachers.

Hypothesis 2: There are significant differences on the level of pedagogical competence and the extent of practice of professional integrity of teachers across areas and between groups of respondents.



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METHODS

Research Design

In this study, the researcher utilized a descriptive-correlational-evaluative design. Firstly, the descriptive component was evident as the study aimed to meticulously determine the level of pedagogical competence and the extent of practice of professional integrity of teachers. Secondly, the correlational aspect became apparent in addressing question 3, where the study determined the degree of contribution of pedagogical competence to the practice of professional integrity of teachers. Lastly, the evaluative design was used to determine significant differences on the level of pedagogical competence and the extent of practice of professional integrity of teachers among areas and between groups of respondents. It was also evident in the study's final objective, which focused on proposing a sustainable plan based on the findings. This indicated that the research went beyond mere description and correlation, aspiring to assess the implications of the results and offer actionable recommendations.

Population and Sampling

The study's respondents were eighty-five (85) public elementary school teachers from Garchitorena District, Schools Division of Camarines Sur. A total enumeration was employed in the choice of the study's respondents using the following criteria. First, the teacher must be holding a regular- permanent position. Second, the teacher must be actively serving as elementary school teacher with three years teaching experience and more within the specified district. In addition, substitute teachers, volunteers and individuals not directly involved in teaching, such as administrative aide or support personnel and school heads were excluded from the study.

Instrument

The researcher employed two distinct sets of questionnaires as survey instruments to address the research objectives. The first survey questionnaire aimed at gauging teachers' levels of pedagogical competence, drew inspiration from Valencia's (2008) unpublished dissertation. The second survey questionnaire aimed to determine the extent of professional integrity practiced of teachers and was adapted from Llaguno's (2016) work.

Data Collection

The study began with formal approvals and permissions. Initially, the researcher sought endorsement from the Dean of the Graduate School at Universidad de Sta. Isabel de Naga, Inc. Subsequently, a request letter was submitted to the Schools Division Superintendent (SDS) of Camarines Sur Division to secure authorization to conduct the study. Once approval was granted, courtesy letters were prepared and presented to the Public Schools District Supervisor (PSDS) and School Heads of all participating schools within the Garchitorena District.

Treatment of Data

The Mean was utilized to present the findings, analysis and interpretation of the level of pedagogical competence and the extent of practice of professional integrity of teachers. To determine the degree of contribution of pedagogical competence to the practice of professional integrity, a correlation analysis was conducted. Specifically, Pearson's correlation coefficient (r^2) was used to assess the strength and direction of the relationship between these two variables. Two-Way Analysis of Variance (ANOVA) was employed to test the significant differences on the level of pedagogical competence and the extent of professional integrity among areas and between groups of respondents.

Ethical Considerations

Several ethical considerations were carefully addressed. Confidentiality of the data and the identity of the participants was of paramount importance throughout the study. The researcher ensured that all information collected, including responses from questionnaires and any personal identifiers, remained strictly confidential.

The study was designed with the intent to provide benefits to the participants and the broader educational community. Teachers who took part in the research had the opportunity to reflect on their pedagogical competence and professional integrity, potentially leading to personal and professional growth.

The study was conducted with the utmost care to minimize any potential harm or risks to the participants. The research instruments used in the study, such as questionnaires, were designed to be non-invasive and non-threatening. No identifiable sensitive information was collected that could be used to harm the teachers in any way.



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Steps were taken to ensure that the research process did not cause emotional distress or discomfort to the participants.

Teachers who participated in the study did so voluntarily and with full autonomy. They were provided with clear information about the purpose of the research, the data collection process, and their rights as participants. Informed consent was obtained from each participant, emphasizing their freedom to withdraw from the study at any point without repercussions. Autonomy in decision-making was respected at all stages of the research.

RESULTS AND DISCUSSIONS

Level of Pedagogical Competence of Basic Education Teachers

Table 1 presents the level of pedagogical competence of basic education teachers in Garchitorena District, categorized by Key Stage 1 and Key Stage 2 teachers along, teaching skills, learning resource development, management of learning environment, teaching attitude and professional development. The overall mean for Key Stage 1 teachers is 4.25, categorized as "Very High." Key Stage 2 teachers achieved an overall mean of 4.20, classified as "High." The mean for both categories is 4.23, categorized as "Very High."

Table 1
Summary Table on the Level of Pedagogical Competence

CATEGORIES	KEY STAGE 1 TEACHERS		KEY STAGE 2 TEACHERS		Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
Teaching Skills	4.37	Very High	4.28	Very High	4.33	Very High
Learning Resource Development	4.20	High	4.20	High	4.20	High
Management of Learning Environment	4.57	Very High	4.47	Very High	4.52	Very High
Teaching Attitude	4.36	Very High	4.25	Very High	4.31	Very High
Professional Development	3.73	High	3.80	High	3.77	High
MEAN	4.25	Very High	4.20	High	4.23	Very High

Legend: 4.21-5.0 Very High, 3.41-4.20 High, 2.61-3.40 Moderate, 1.81-2.60 Low, 1.0-1.80 Very Low

Based on the data, both Key Stage 1 and Key Stage 2 teachers demonstrated a "Very High" level of competence in managing the learning environment. The findings suggest that the respondents were equipped with the necessary skills in setting a conducive learning environment through consistently enforcing rules and regulation for learners to follow, inculcating the proper values which will contribute to the preservation of the school premises, using adequate standard measure of evaluation, and motivating and maintaining students' interest in the lesson. The findings were supported by the study of Nisar et. al (2019), highlighting a positive significant moderate relationship between teachers' perceived classroom management practices and students' academic achievement.

Similarly, both Key Stage 1 and Key Stage 2 teachers demonstrated a "Very High" level of competence in teaching skills. The results suggest that teachers excel in presenting subject matter clearly, integrating real-life experiences, structuring lessons systematically, and using a variety of engaging techniques. The study's findings align with previous research conducted by Gumayao and Biñas (2021), that highly competent teachers possess a broad and up-to-date knowledge of specialized subjects, effectively organize teaching by selecting appropriate learning experiences, subject matter, and instructional materials, and utilize various teaching aids to stimulate learners' thinking and imagination. Similarly, Malapad and Quimbo (2021) argued that connecting lessons to learners' prior knowledge and experiences contributes to successful learning outcomes.

Key Stage 1 teachers scored 4.36, and Key Stage 2 teachers scored 4.25, indicating a "Very High" level of competence in teaching attitude. The high level of competence of teachers in terms of teaching attitude reflects in the way they used the feedback coming from the students, peers, and superiors as a way of reflecting and improving their teaching practice.



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However, few are not fully updated with the latest development in education to improve teaching skills. Darling-Hammond et al., (2019) discussed the significance of continuous professional development and its impact on teacher efficacy. It emphasized that ongoing training contributes to teacher effectiveness. Moreover, the study of Roberto & Madrigal (2018) highlights the role of such programs in continuous professional development and its effects on teacher retention and performance. This assertion is parallel to the findings of Ajani et. al (2018) emphasizing the positive impact of high-quality professional development programs on educators. Due to teachers' active participation in professional development programs, teachers' skills in the delivery of educational instruction were enhanced. Further, these findings were supported by Zaidi et. al (2018), who found that continuous professional development plays a significant role in increasing teachers teaching practices and varied teaching strategies that encourage meaningful teaching and learning.

The results also indicate that both Key Stage 1 and Key Stage 2 teachers in Garchitorena District possess a high level of pedagogical competence along with learning resource development. This competence is demonstrated through their ability to create materials that aid students in visualizing lessons, prepare diverse and suitable instructional materials, and consider the cognitive levels of students during presentations.

However, there is a need for improvement in keeping up with professional subject area materials and utilizing supplemental technologies effectively (Sanchez, et al., 2024d; Sanchez, Sanchez & Sanchez, 2023; Sanchez, et al., 2022). This inference was supported by the study's findings of Acabal and Casingal (2018) which found that the integration of emerging technologies in Philippine education faces challenges including technological competencies, insufficient infrastructure and resources. Singhavi and Basargekar (2019) explained that insufficient technical support for teachers could lead to difficulty in technology integration.

Therefore, it is vital to develop training programs, seminars and technical support which allows teachers to be fully equipped with technological skills that they can use in the classroom as part of technology integration. Teachers can collaborate with peers to share best practices in instructional material preparation and technology integration. Peer learning and mentorship can contribute to further improvements in these areas. This realization was supported by the findings of Tichenor and Tichenor (2019) which states that teacher collaboration leads to improved instructional practices and increases student engagement. The study emphasized the importance of collaborative planning and reflection, where teachers can share ideas, strategies, and educational technology resources to enhance their teaching methods. Similarly, Bates et.al (2019) emphasized the benefits of peer consultation among teachers. The study found that when teachers collaborate and consult with their peers, they gain valuable feedback and support which in turns leads to improved instructional techniques and student engagement.

In terms of professional development. The overall mean for Key Stage 1 teachers is 3.73, categorized as "High." Key Stage 2 teachers achieved an overall mean of 3.80, also classified as "High". Based from the results, it can be implied that the respondents value professional reflection to recognize and enhance strengths and correct weaknesses to improve their teaching practices. They pursue continuous learning through attendance and participation in the different professional development programs such as seminars, training workshops, conferences and other activities for the enhancement of skills and knowledge.

The findings of this study were congruent with Zhao, Yang, Long & Zhao (2019), posited that active participation in professional development enhances teachers' pedagogical skills, values and attitudes and the latest innovation in the field. Moreover, according to Darling-Hammond & Cook-Harvey (2018) teachers' training and seminars can improve teachers' effectiveness and self-worth in the teaching profession.

Extent of Practice of Professional Integrity of Basic Education Teachers

The data presented in the table paints a compelling picture of the professional integrity exhibited by both Key Stage 1 and Key Stage 2 teachers across areas. The consistently high scores across all areas underscore the unwavering commitment of teachers to uphold professional integrity. This consistency is a testament to their dedication to maintaining ethical standards and adhering to best practices in various facets of their roles.

Table 2
Summary Table on the Extent of Practice of Professional Integrity

CATEGORIES	KEY STAGE 1 TEACHERS	KEY STAGE 2 TEACHERS
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	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
State	4.85	Very High	4.75	Very High	4.80	Very High
Community	4.73	Very High	4.81	Very High	4.77	Very High
Profession	4.42	Very High	4.45	Very High	4.44	Very High
Higher Authorities in the Profession	3.54	High	3.91	High	3.73	High
Learners	4.74	Very High	4.79	Very High	4.77	Very High
Parents	4.80	Very High	4.62	Very High	4.71	Very High
Business	4.75	Very High	4.69	Very High	4.72	Very High
Person	4.76	Very High	4.89	Very High	4.83	Very High
MEAN	4.57	Very High	4.61	Very High	4.59	Very High

Legend: 4.21-5.0 Very High, 3.41-4.20 High, 2.61-3.40 Moderate, 1.81-2.60 Low, 1.0-1.80 Very Low

The result suggests that both Key Stage 1 and Key Stage 2 teachers exhibit a very high level of professional integrity in their interactions with the state. They actively promote national pride and uphold state policies, demonstrate devotion to duty, do not accept bribes or use their positions to influence election outcomes, and consistently exercise their right to vote. The result shows a great extent of awareness of teachers on the limitations of their rights as an individual. The findings of Daniel and Sapo (2020) supported the idea that individuals involved in the teaching profession should possess a sense of responsibility, which in this case are teachers in their interaction with the state, because higher sense of responsibility affects how an individual works and the amount of work carried out.

Along the "Community", both Key Stage 1 and Key Stage 2 teachers attained scores in the "very high" range. This signifies that teachers consistently maintain professional integrity when engaging with the local community, which is instrumental for building community trust and fostering meaningful community involvement. The findings of Hannon & O'Donnell (2022), highlights that everyone benefits when schools and community organizations collaborate to boost students learning.

Within the Profession, both achieved a "very high" ratings. These results reflect the teachers' unwavering commitment to upholding professional integrity within the teaching profession. The high scores suggest that the teaching profession benefits from a positive teaching environment where teachers prioritize ethical behavior, maintain professional boundaries, and engage in practices that enhance their credibility. This finding was supported by the study of Daniel and Sapo (2022) highlighting the importance of teachers' professional ethics and commitment. Teachers' commitment to the teaching profession is closely associated with concepts such as quality of teaching, teacher adaptability, teacher attendance, student attitudes and learning outcomes.

The table suggests that Key Stage 1 and Key Stage 2 teachers generally exhibit a very high level of professional integrity when dealing with higher authorities in the profession. They tend to follow policies and avoid blaming superiors when issues arise. The results were further supported by the study conducted by Derrington and Anderson (2020) where findings highlighted that teacher who felt empowered in their professional roles were more likely to engage in advocating for policies that benefit both educators and students. When teachers are given opportunities to voice their concerns and perspectives on policy matters, it can lead to more informed and equitable policies. Moreover, Cheng & Nuñez (2023) indicated that teachers' professionalism is positively correlated with their adherence to educational policies. Teachers who exhibit higher levels of professionalism are more likely to comply with established guidelines.

The data presented in the table provides valuable insights into the professional integrity of Key Stage 1 and Key Stage 2 teachers when interacting with parents. It is evident that both groups of teachers demonstrate a very high level of professionalism and ethical conduct in their interactions with parents. This finding underscores the importance of respectful and courteous dialogue, which is conducive to constructive partnerships in education. Moreover, the data also suggests that teachers provide constructive feedback to parents and inform them of their children's deficiencies. Teachers who are responsive to parental inquiries and issues create a collaborative and supportive environment for addressing challenges and fostering a sense of shared responsibility in a child's education. These findings underscore the significance of nurturing positive parent-teacher partnerships. When parents and teachers work together in a respectful and constructive manner, it enhances the child's learning environment and contributes to their academic success.



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A study by Henderson and Mapp (2022) emphasized that when teachers and educational institutions actively engage with parents, it leads to improved academic outcomes and a more holistic development of students. Research by Epstein (2018) highlighted that regular and positive communication between teachers and parents is associated with better student success and overall development. A study conducted by Jeynes (2018) underscored that involving parents in the educational process helps reduce achievement gaps and contributes to more comprehensive student development.

The data presented in the table provides valuable insights into the professional integrity of both Key Stage 1 and Key Stage 2 teachers when it comes to business-related matters. It is clear that teachers exhibit a very high level of professionalism and ethical conduct in their approach to managing secondary income-generating activities and financial responsibilities. This boundary maintenance is crucial in ensuring that teachers remain focused on their teaching responsibilities, providing quality education to their students. Likewise, these findings underscore the professionalism and ethical behavior of teachers when it comes to managing business-related matters. A study by Sahin & Yuksel (2021) emphasized that teachers who exhibit high ethical standards and professionalism contribute to a positive school environment, ultimately benefiting students' academic and personal development. A research by Zulaihati et al. (2019) highlighted that teachers who are financially responsible and exhibit professionalism positively impact their teaching practices, attitude and overall school culture.

Finally, in the Person category, both Key Stage 1 and Key Stage 2 teachers achieved very high scores which indicates that teachers exhibit personal integrity as individuals, setting a positive example and upholding their professional reputation. A study by Mohammadi and colleagues in 2021 emphasized that teachers who exhibit personal integrity serve as powerful role models, positively impacting the values and moral development of their students.

Degree of Contribution of the Level of Pedagogical Competence to the Extent of Practice of Professional Integrity

Table 3 provides insights into the relationship between various aspects of pedagogical competence and professional integrity. The findings reveal the strength and significance of these connections.

Table 3

Degree of Contribution of the Different Areas of Pedagogical Competence to the Extent of Practice of Professional Integrity

Areas of Pedagogical Competence	r-values	R2	Statistical Significance
Teaching Skills	0.2034	0.0414	Not Significant
Learning Resource Development	0.1285	0.0165	Not Significant
Management of Learning Environment	0.3958	0.1567	Significant
Teaching Attitude	0.5224	0.2790	Significant
Professional Development	0.3707	0.1374	Significant

Level of Significance at .01 and .05

This data suggests that the association between teaching skills and the practice of professional integrity among educators is not statistically significant. As a result, it indicated that teaching skills like classroom management, communication skills, instructional tactics, assessment methodologies, and the ability to adapt teaching approaches to meet the needs of diverse students have no influence on professional integrity.

This implication is consistent with the findings of Shehri's study (2020), which claimed that having high academic qualifications, specialization, knowledge, or specific skills does not necessarily correspond with an educator's commitment to professional ethics. While abilities are necessary for effective task performance, professional integrity is seen as a virtue not a skill because it encompasses core ethical concepts, consistent ethical behavior, trustworthiness, influence over decision-making, and alignment with personal and professional ideals.

Also, results indicated that learning resource development which includes creating and organizing adept instructional materials, lesson plans, resources, and the like have no significance on professional integrity.

This inference is consistent with the conclusions reached by Datinguino (2019), which stated that the biggest issue faced by educators is insufficient assistance from school administrations to realize various educational activities. This scenario is uncommon in public schools. While teachers do receive materials from the school, these



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resources frequently fall short of satisfying their needs. As a result, teachers are frequently required to augment these materials with their own instructional resources in order to fully support their teaching efforts.

Thus, while creating and refining learning resources remains an important component of the teaching profession, it is worth emphasizing that prioritizing these duties is not necessarily the best way to foster and improve professional integrity among educators.

Conversely, the management of the learning environment exhibits a positive correlation with professional integrity, evident in the r -value of 0.3958 and a critical value (r_2) of 0.1567. This result revealed that there is a statistically significant relationship between management of learning environment and professional integrity practice among educators. Thus, the data demonstrated that management of the learning environment which includes factors such as organization, time management, and most importantly discipline have a significant influence on professional integrity among educators.

This implication is consistent with the findings of Martanto et al. (2020), the rules governing discipline are as follows: Discipline, as an expression of behavior, plays a vital role in the social life of any community. Furthermore, the goal of discipline is to encourage employees to respect the rules and regulations. In exchange, individuals can develop integrity, which is described as honestly matching words and sentiments with thoughts and deeds for the benefit of others. In instance, an important part of integrity is the consistency of actions and words (Hernandez, 2020). Further, the study by Anderson and Smith (2019), mentioned the role of effective classroom management in promoting professional integrity. The findings indicated that teachers who excel in managing the learning environment tend to uphold higher levels of professional integrity. Thus, to improve professional integrity, it is critical to improve management of the learning environment in the educational setting. This includes instilling a culture of accountability and ethical behavior in teachers, administrators, and other stakeholders. Educational institutions can foster a climate of integrity in all interactions and choices by putting in place clear communication, training, and enforcement mechanisms.

Regarding teaching attitude, results showed a registered r -value of 0.5224 and a critical value (r_2) of 0.2790. This data revealed that there is a statistically significant relationship between teaching attitude and the extent of practice of professional integrity among educators. Hence, the results indicated that teaching attitudes such as respect, empathy, enthusiasm, and a commitment to fostering a positive and inclusive learning environment have a significant influence on professional integrity among educators.

This inference is consistent with the conclusions reached by Karthikeyan (2017) which discussed that one of the most important attitudes of a successful leader is integrity. This attribute in a leader is a strong desire to do the right thing for the right reasons, regardless of the circumstances. In fact, integrity is a key leadership feature that includes honesty, moral beliefs, uprightness, and ethical standards. Moreover, Munwar & Gardezi (2020) found a strong link between teachers' positive attitudes and their adherence to professional ethics and integrity.

This highlights the significant impact of including integrity as a key component of the teaching approach. When educators consistently demonstrate and highlight integrity in their behaviors, they set a great example for their students and peers. This not only fosters an honest and trusting culture within the educational community, but also encourages others to uphold similar ideals as well. Indeed, by nurturing and supporting integrity as a teaching attitude, educators not only elevate their own professional integrity but also contribute to shaping a generation of individuals who practice higher professional integrity.

Lastly, the aspect of professional development showed an r -value of 0.3707 and a critical value (r_2) of 0.1374 which indicated that the association between professional development and the extent of practice of professional integrity among teachers is statistically significant. As a result, the data indicated that professional development which includes activities like workshops, training programs, coursework, and self-directed learning have a profound impact on the professional integrity of educators.

This implication is consistent with the findings of Akpan et al. (2021) which revealed that there is a significant relationship between teachers' professional integrity and pedagogical performance. According to the research findings, principals must actively interact with other professional organizations to facilitate the organization of robust and frequent seminars and workshops aimed at improving teacher capacity and professional conduct.

Hence, to improve professional integrity in the educational sector, it is critical to provide varied range of opportunities for ongoing professional development. By providing a variety of learning and development opportunities, educators can engage in continuous skill improvement, information acquisition, and reflection on best practices. Fostering a culture of lifelong learning within the teaching community also develops accountability, devotion, and a commitment to upholding high professional standards.



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Significant Differences on the Level of Pedagogical Competence and the Extent of Practice of Professional Integrity

Table 4

Test of Difference Across Areas of Pedagogical Competence and Between Groups of Respondents

Sources of Variation	df	Sum of Squares	Mean Squares	F value	Tabular F		Remarks
					.01	.05	
Between Groups	1	0.0036	0.0036	1.3846	21.20	7.71	Not Significant
Areas of Pedagogical Competence	4	0.6385	0.1596	61.3846	15.98	6.39	Highly Significant
Error	4	0.0103	0.0026				
Total	9	0.6524					

Table 4 shows a significant difference in pedagogical competence across different areas. This means that teachers' competence varies significantly depending on the specific areas being assessed. The F value (61.3846) is much higher than both the tabular F values for a 0.01 significance level (15.98) and a 0.05 significance level (6.39), indicating a highly significant difference.

Conversely, the tabular F values at these levels are 21.20 and 7.71, respectively. The computed F value of 1.3846 is notably lower than both the tabular values. Therefore, based on this comparison, the test result is deemed "Not Significant." This implies that there is no statistically significant difference on the pedagogical competence between groups of respondents.

This suggests that teachers may excel in some areas of pedagogical competence while needing improvement in others. Schools and educational institutions should pay attention to these specific areas to provide targeted training and support for teachers. Roberto and Madrigal (2018) found that teachers exhibited strengths in certain areas of pedagogical competence. For instance, many teachers excelled in classroom management, creating well-structured and disciplined learning environments. In contrast, they needed improvement in instructional design, particularly in the incorporation of technology to enhance lessons and assessments.

Table 5 presents the Duncan's Multiple Range Test results for the difference between means of the areas of pedagogical competence. The "Management of Learning Environment" has the highest mean score among the five areas, and it is denoted by "a," indicating that it is statistically significantly different from the other areas. This suggests that teachers generally excel in managing the learning environment, and this is a significant contributor to their pedagogical competence.

On the other hand, "Teaching Attitude" has the second-highest mean score and is denoted by "b." This means that teaching attitude is also a significant contributor to pedagogical competence, though slightly lower than the management of the learning environment. It reflects the importance of teachers' attitudes in effective pedagogy.

Table 5

Duncan's Multiple Range Test of Difference Between Means of Pedagogical Competence

Aspects of Pedagogical Competence	Means	Statistical Significance
Teaching Skills	4.33	b
Learning Resource Development	4.20	c
Management of Learning Environment	4.52	a
Teaching Attitude	4.31	b
Professional Development	3.77	d

Note: Means having the same letter in a column are not significantly different (DMRT, 5%).



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"Teaching Skills" has a slightly higher mean than "Teaching Attitude" but is still denoted by "b," indicating that there is no statistically significant difference between the means of teaching skills and teaching attitude. This implies that both teaching skills and teaching attitude are of similar importance in contributing to pedagogical competence.

"Learning Resource Development" has the lowest mean among the aspects and is denoted by "c." While it is still a significant contributor to pedagogical competence, it is rated lower than the other aspects, suggesting that teachers might need improvement in this area.

"Professional Development" has the lowest mean and is denoted by "d," signifying that it is statistically significantly different from the other aspects. This indicates that teachers may need more focus on their professional development to enhance their pedagogical competence.

The analysis of the Duncan's Multiple Range Test results offers valuable insights into the various aspects of pedagogical competence and their implications for teacher training and professional development. Notably, two aspects, *"Management of Learning Environment"* and *"Teaching Attitude"*, emerged as the most significant contributors to pedagogical competence. The high mean score and statistical significance of "Management of Learning Environment" indicate its critical role in pedagogical competence. Teachers who excel in creating a conducive and well-organized learning environment are likely to be more effective in their teaching. A positive attitude towards teaching, students, and the learning process is vital for effective education. This implies that teacher training programs should not only concentrate on imparting pedagogical skills but also on nurturing a constructive and enthusiastic teaching attitude. Teachers who are passionate about their work are more likely to inspire and engage their students. According to the study of Hakim (2015) pedagogical competence is the capacity to manage learners' learning, which includes an understanding of learners, instructional design and execution, evaluation of learning outcomes, and learner growth to actualize their potential.

The management of the learning environment is part of the instructional design aspect. Sevgin & Ernil (2023) recognized that teachers' accomplishments and talents play an important impact in the perception of both classroom management and classroom assessment. Learning environments, which include physical, pedagogical, and psychosocial characteristics, impact students' learning experiences. In the study of Closs, et.al (2022) it was recommended that teachers in particular institutions should establish any techniques to foster a more comprehensive student learning experience through the more effective utilization of learning settings. Moreover, in the study of Usman, et.al (2019) on the relationship of learning environment and the academic performance of the learners. The study found out that a student's learning environment significantly affects their academic achievement. Additionally, Nisar et al. (2019) observed a positive association between teaching techniques and student achievement as a crucial element contributing to the school's exceptional academic success.

Consequently, teaching attitude increases teachers' pedagogical competence. According to Vidushy (2023) this is due to the fact that the teacher's attitude influences the quality of work produced and taught. The teacher's approach reflects his expertise. A negative attitude toward teaching leads to a lack of teaching competency. This suggests that having a positive attitude about teaching can help teachers build stronger teaching skills. Likewise, the study of Suhaimi, et.al (2019) suggests that pedagogical proficiency, professional attitude, and intrinsic motivation collectively exert a direct positive influence on teachers' performance.

On the contrary, the analysis highlights *"Learning Resource Development"* and *"Professional Development"* scored lower than the other aspects, indicating its potential as areas for improvement. This suggests a need for improvement in how teachers prepare and present their instructional materials. Additionally, to boost pedagogical competence, it is essential to invest in ongoing professional development opportunities. The study of Wahyuningsih et.al (2021) pointed out that teachers face three major challenges when developing learning resources: 1) the technical ability to use tools and devices to create digital learning resources; 2) the strategy for organizing learning materials to be applied to learning resources; and 3) a lack of skills in managing learning materials to be applied to digital learning resources. Aside from the difficulty of teachers in developing learning resources, the present study's findings also discovered that not all teachers enroll in post-graduate courses to pursue professional development. In the study of Calisoglu, et.al (2019) on the reason why some teachers do not enroll in post-graduate courses. The study revealed that teachers faced challenges such as distance between university and school, exhaustion during



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classes, attendance issues, insufficient incentives to complete education, and inadequate rights upon completion. Hence, it is evident that teachers require intervention and support in these areas.

Moreover, Bordia (2023) stated that learning resources are essential for both teachers and students. It is part of the teaching-learning method and offers teachers useful knowledge on a variety of subject matter. Development of learning resources keeps teachers up to date on essential information and promotes professional development. By providing instructors with training and workshops on how to successfully construct learning resources, the interaction between students and teachers during the teaching/learning process is enhanced. The enhancement of learning resource development significantly influences students' learning outcomes. This premise is revealed in the study of Okongo et.al (2015) that adequate teaching and learning resources must be given to facilitate effective implementation of inclusive education.

Consequently, with regards to the professional development of teachers through continuing education, the study of Abellana, et.al (2020) on the teachers' mindset in pursuing graduate studies. The study indicated that graduate education is pursued by teachers to improve their competence, elevate their status, and boost their self-confidence and fulfillment. This leads to a better working environment and higher student accomplishment. In addition, Horn, et.al (2017) found that learners with teachers with master's degrees out-performed those learners with teachers with only a bachelor's degree in terms of learning achievement.

Table 6

Test of Difference of means of professional Integrity across areas and between groups of respondents

Sources of Variation	df	Sum of Squares	Mean Squares	F comp	Statistical Significance
Between Groups	1	0.0009	0.0009	0.0064	Not Significant
Areas of Professional Integrity	7	1.8566	0.2652	1.8956	Not Significant
Error	7	0.0979	0.1399		
Total	15	.9554			

$$F (.05) (1,7) = (3.79); F (.05) (1,7) = 5.59$$

Table 6 reveals the difference in means of professional integrity across eight areas and between two groups of respondents. In this case, there are no statistically significant differences observed in either the variation between groups or the areas of professional integrity. The "Between Groups" the F value is 0.0064, and it is not statistically significant. This suggests that there is no significant variation in professional integrity between the two groups of respondents.

The "Areas of Professional Integrity" the F value is 1.8956, and it is not statistically significant. This implies that there are no significant differences in professional integrity among the different areas assessed. Based on the non-significant F values in both analyses, it can be inferred that, the practice of professional integrity is generally similar across the various areas assessed and among different groups of respondents. This suggests that professional integrity is a consistent trait among the respondents. This consistency is a valuable attribute within the teaching profession, as it underscores the unwavering commitment of teachers to uphold ethical and professional standards.

This inference is comparable to the study of Cheng and Nuñez (2023) who found out the level of awareness and practices of the code of ethics for professional teachers, the same between groups of respondents and along the categories. In addition, the study of Munwar and Gardezi (2020) concluded that teachers who act more professionally and also aware of their duties, relatively observe teachers' professional code of ethics do perform well both in curricular and co-curricular activities.

Ultimately, results of the present study contribute significantly to deepening the comprehension of the ethical dimension within the field of education. It highlights that educators took an oath as certified professionals, and demonstrates complete comprehension of and commitment to the code of ethics. These results essentially emphasize teachers' ongoing dedication to maintaining moral principles in their line of work.



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PROPOSED SUSTAINABILITY PROGRAM ON THE PEDAGOGICAL COMPETENCE AND PROFESSIONAL INTEGRITY OF BASIC EDUCATION TEACHERS IN GARCHITORENA DISTRICT

Title: PROJECT REAP – “Reskilling Towards Excellence and Professionalism”

The rationale behind this proposed program is deeply rooted in the belief that investing in the continuous growth and development of teachers is essential for the betterment of education. It acknowledges that teaching is not a static profession but one that requires ongoing learning, adaptability, and a commitment to the highest ethical standards. Project REAP- “Reskilling Towards Excellence and Professionalism” is a comprehensive initiative designed to empower and enhance the skills and professionalism of educators. This project seeks to address the evolving needs and challenges within the educational landscape. By providing targeted reskilling opportunities, it aims to equip teachers with the knowledge, competencies, and resources needed to excel in their roles and uphold the highest standards of professionalism. The project recognizes that ongoing learning and development are essential to deliver quality education and, therefore, strives to create a dynamic platform for teachers to continually evolve and adapt to the changing demands of the educational sector. Through “Project REAP,” a commitment to excellence, growth, and professionalism in teaching is promoted, benefiting both educators and students alike.

Pedagogical competence refers to the ability of teachers to effectively impart knowledge and facilitate learning. The program likely includes training sessions, workshops, and resources aimed at improving teaching methodologies, lesson planning, classroom management, and the use of modern educational technologies. Professional integrity involves ethical considerations and adherence to a code of conduct within the teaching profession. The program may incorporate activities that promote honesty, transparency, and professionalism among teachers. This could include workshops on ethical dilemmas, maintaining student confidentiality and fostering a positive and inclusive learning environment. The term “sustainability” suggests that the program is designed for long-term impact, aiming to create lasting improvements in the skills and ethical standards of basic education teachers. By addressing both pedagogical competence and professional integrity, the program seeks to contribute to the overall quality of education in the Garchitorena District.

Conclusion

Based on the collected data, the level of pedagogical competence of Garchitorena District teachers in teaching skills, management of the learning environment, and teaching attitude was indicated as “Very High”. However, teachers’ pedagogical competence in learning resource development and professional development was rated as “High”. The extent of teachers’ practice of professional integrity is reported as “Always” across various domains, including the state, community, profession, learners, parents, business, and as individuals.

Moreover, using Pearson’s Test of Correlation and the Coefficient of Determination (r^2) major conclusion were drawn from the study: (1) management of learning environment, teaching attitude and professional development significantly contribute to professional integrity. (2) While, teaching skills and learning resource development does not significantly contribute to professional integrity. (3) Based on the test statistics, there is no significant differences existed on the level of pedagogical competence and professional integrity between the two groups of teachers. (4) However, a highly significant difference existed only on the aspects of pedagogical competence particularly on learning resource development, management of learning environment as well as on professional development.

Recommendations

Despite the high level of pedagogical competence, it is recommended that school heads continue to facilitate teachers’ professional growth, particularly in content and pedagogy and development of learning resources. This can be achieved through ongoing participation in seminars and training programs. These avenues provide teachers with the opportunity to stay updated on the latest educational practices, ensuring that they can consistently deliver high-quality teaching and learning experiences to their students. Additionally, encouraging the development of diverse instructional materials and the implementation of challenging activities which will foster meaningful interactions in the classroom, promoting an enhanced and quality learning outcome. Teachers are urged to uphold the highest standards of professionalism, maintaining a commitment to their duties and responsibilities to the state while refraining from engaging in partisan activities. Additionally, teachers are encouraged to behave in a manner that preserves the trust and respect of the community. Participation in professional development programs, particularly graduate school enrollment, is deemed essential to equip teachers with the skills needed to navigate the



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rapidly evolving education landscape. School heads are advised to provide ongoing informational support to keep teachers abreast of departmental policies and laws, aligning efforts with organizational goals. Recognizing their pivotal role in students' success, teachers are called upon to offer necessary interventions and assistance to address learning gaps. Strengthening the parent-teacher partnership through regular meetings and conferences is also emphasized. Furthermore, financial literacy training and review on the code of ethics of professional teachers, integrated into In-Service Training (INSET) or Learning Action Cell (LAC) sessions, aims to prevent teachers from succumbing to excessive debt, while also reminding them of the professional values and attitude teachers must uphold in order to ensure optimal performance, productivity, and reputation. Schools are also encouraged to implement rewards and recognition mechanisms to celebrate exemplary behavior exhibited by teachers in their professional practice, fostering a positive impact on learners, colleagues, and the community.

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