



## THE MEDIATING EFFECT OF WORK ETHICS ON THE RELATIONSHIP BETWEEN TRANSFORMATIVE LEARNING AND PROFESSIONAL DEVELOPMENT OF TEACHERS

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### Abstract:

The purpose of this study was to determine the mediating effect of work ethics on the relationship between transformative learning and the professional development of teachers. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 elementary public school teachers who belong to the 3 districts, Magsaysay, Bansalan and Matanao under the Division of Davao Del Sur. The researcher utilized a stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r and Sobel Z Test. From the results of the study, it was found out that the overall mean scores of work ethics, transformative learning and professional development of teachers are very high. Also, results revealed that there are significant relationships between transformative learning and professional development, between transformative learning and work ethics and between work ethics and professional development of teachers. Further, it was revealed that there was a partial mediation effect of work ethics on the relationship between transformative learning and the professional development of teachers.

**Keywords:** education, work ethics, transformative learning, professional development, mediating effect, teachers, Philippines

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## 1. Introduction

The poor involvement of teachers in professional development is a global educational concern—teachers' non-participation in the professional development system due to school and personal-related factors. For instance, senior teachers are reluctant to participate in professional development activities (Bernadine, 2019). Also, across most institutions, there was a lack of opportunity to pursue professional development specific to teacher education and teacher educators (MacPhail et al., 2019). The main obstacles hindering participation in professional development activities are lack of time and work overload (Czerniawski et al., 2017).

Professional development is the most critical factor due to constant social changes and the implementation of alternative pedagogical approaches in sustainable education (Choi & Kang, 2019). Professional development is an accepted criterion for enhancing the teaching skills of in-service teachers vis-à-vis the learning of the students. Also, professional development may be considered a continuous process that plays a very vital role in mental, intellectual, emotional, aesthetic and educational growth. It is helpful for teachers who have newly entered the field of teaching and it proves suitable for those who are already in the area because for the seniors it honed their skills, which ultimately aimed at good results for the students (Rana & Bhatti, 2020). Nowadays, it is suggested that teacher training to establish education for sustainable development is associated with focusing on the teachers' professional competencies (Dahl, 2019). It is important to learn what skills and knowledge teacher educators need and how they acquire their skills and knowledge throughout their careers (MacPhail et al., 2019).

Given the importance of the professional development of teachers, the researcher reviewed some factors which influence teachers' professional development. These factors include transformative learning and work ethics. Professional development can indeed be transformative for teachers if certain elements of course design are in place. Those elements are learner-centered design, a focus on in-depth student interaction, and opportunities for self-reflection (Cochrane, 2016). Moreover, a transformative learning experience in teacher professional development leads the participant to become deeply engaged in his/her learning, to challenge previous assumptions about teaching, to create new meanings, and ultimately to change classroom practice based on the new understanding (Timperley, 2011). In addition, professional development and ethics go hand-in-hand as we learn to navigate our careers by reading our moral compass. People develop ethical rules and they can be vital to help us thrive and improve in our professional endeavors (Harris, 2021). Likewise, combining work ethics with professional skills invites success at work (Brownlee, 2020).

Furthermore, the researcher has not come across a study that dealt with the mediating influence of work ethics on the relationship between transformative learning and the professional development of public elementary school teachers in the local setting. It is in this context that the researcher was interested to determine whether work ethics have a mediating influence on the relationship between the transformative

learning and professional development of public elementary school teachers in the 3 public schools namely Magsaysay, Bansalan and Matan-ao under the division of Davao del Sur as this can raise concern to the intended beneficiaries of this study and possibly develop action plans to improve teachers' work ethics, transformative learning and professional development, thus, the need to conduct this study.

The main thrust of the study was to find out the significance of the mediation of work ethics on the relationship between transformative learning and the professional development of public elementary school teachers. Specifically, it sought to find answers to the following objectives: to describe the level of transformative learning of teachers in terms of social support, attitude toward uncertainty, criticality, and learning outcomes; to ascertain the level of professional development of teachers in terms of orientation, configuration, questioning, teaching modeling, application, learning environment, management of time, and assessment; to describe the level of work ethics of teachers; to determine the significance of the relationship between transformative learning and professional development of teachers, transformative learning and work ethics of teachers, and work ethics and professional development of teachers; and to determine the significance of the mediation of work ethics on the relationship between teachers' transformative learning and professional development.

## 2. Literature Review

In the present learning platform, which is distance learning, social support is seen to have the most influence on the learners' performance. Recent studies show that the most influential source of support in students' learning progress is familial support (Permatasari, Ashari, et al., 2021). Parents, in particular, provide emotional support in learning through their involvement. This type of participation has a positive impact on adolescent commitment and perseverance in online learning. As a result, parents should embrace the digital revolution and provide direct guidance to their children (Lawrence & Fakuade, 2021).

Moreover, peer support, such as that of close friends and classmates, is also important because social issues are a barrier to online learning. Particularly when confronted with the challenges of isolation in physical distancing regulation during the lockdown (Lemay et al., 2021). At the same time, students require direct interaction and face-to-face bonding with classmates and friends. According to one study, students in online learning were more engaged during the Question and Answer session. It was discovered that students appeared to be more active when they knew their friends were also online. During the study, it became a stronger factor (Jansson et al., 2021).

Finally, teachers' support improves the online learning experience. According to some studies, students believe that teachers' support through empathy, authenticity, and providing informational and emotional support on the platform will enable them to thrive in their learning (Literat, 2021). Furthermore, when teachers can use social media, connecting with the teacher will remain a strong point. Furthermore, it will become a

critical support during emergencies when face-to-face possibilities are limited (Jogezai et al., 2021).

Furthermore, social support will become a significant event in people's lives, influencing students' motivation to succeed academically. According to one study, perceived social support is positively related to academic self-efficacy, even though it is not mediated by the educational adjustment process or life satisfaction. However, social support will boost confidence in meeting academic requirements (Akanni & Oduaran, 2018). Students who perceived a lack of social support, on the other hand, were more likely to be slightly severely depressed, which is associated with aspects of burnout such as an increased risk of experiencing emotional exhaustion or having a sense of low personal accomplishment. Furthermore, students who lack social support are more likely to experience academic stress (Wistarini & Marheni, 2018).

Also, attitude toward uncertainty within transformative learning is a learner's attitude toward anticipating or experiencing a loss of certainty, typified by feeling stumped, confused or experiencing a sense of stepping outside one's comfort zone. The COVID-19 pandemic has a catastrophic influence on mental health because individuals are confronted with a new circumstance and the nature of the process is fraught with uncertainty (Kaya, 2020), prompting the individual to undertake activities that lead to control over an uncontrollable environment.

In addition, uncertainty could be defined as the conditions of a person's life that influence the course of his activity and are manifested in the apparent lack or existence of semantic points of reference in his inner life. Accepting or rejecting these conditions reveals the human attitude toward uncertainty (Freeston, Tiplady, Mawn, Bottesi & Thwaites, 2020). Because these people regard uncertainty as dangerous, intolerance to uncertainty is defined as an individual's inclination to imagine experiencing a dangerous event regardless of the likelihood of its happening, which puts the individual at risk of developing mental health issues (Carleton et al., 2007; Korkmaz, & Gülolu, 2021). Similarly, maladaptive coping methods influenced the link between intolerance of uncertainty and generalized anxiety, sadness, and health anxiety (Rettie & Daniels, 2020). Furthermore, it was discovered that intolerance of uncertainty impacted the connection between social isolation and psychological suffering (Smith, Thohey, & Smith, 2020).

Uncertainty tolerance is a concept that describes how people respond to uncertainty in their cognition, emotions, and behavior (Hillen, Gutheil, Strout, Smets, & Han, 2017). According to the findings of research about attitudes towards uncertainty, young men are defined by a positive attitude toward new things, a proclivity for active contacts and engagement with other people, a show of flexibility in the face of uncertainty, and an appeal to internal resources. They are more likely to act, can withstand uncertain conditions, and are more tolerant of a variety of scenarios. They interpret uncertainty as a desire for activity. Simultaneously, immersion in oneself, sensitivity to external situations, and in return diminish anxiety (Kara & Kruteleva, 2020).

Moreover, critical thinkers are especially vital in today's worldwide and heterogeneous society, where data is constantly flowing. A critical thinker is defined as

someone who can conceptualize, apply, analyze, synthesize, and/or evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide towards belief and action (Bezanilla et al., 2018; Palacios et al., 2017). Critical thinking is critical for students' developmental process and for the social reform of their surroundings, because universities should aim to educate people to engage in ethical and socially responsible behavior, capable of solving complex problems, and thus transforming, improving, and building the societies of the future, through processes of analysis, reflection, and decision making (Agredo Tobar & Burbano Mulcue, 2012; González, 2008).

Further, critical thinking entails thinking independently rather than thinking clearly or rationally. Critical thinking entails forming your own thoughts and reaching your own conclusions. This occurs regardless of external influences. It is about analytical discipline and recognizing the connections between concepts. However, it is also open to diverse points of view and perspectives (Crockette, 2018). Critical thinking is an important ability for children to learn. It may be used in every scenario in life that necessitates thought, analysis, and planning. Everyone can benefit from it. It assists in determining the true core cause of problems rather than just dealing with the symptoms. It also aids in avoiding future difficulties that may arise as a result of one's actions (Figliuolo, 2016; Neba, 2020).

According to Ikhsan, Saraswati, Muchardie, and Susilo (2019), perceived learning outcomes contribute to and positively affect student happiness in the online environment. Learning outcomes are statements that describe what students can know and comprehend after completing the learning process (Harris & Clayton, 2019). Learning outcomes are markers of a course's or program's performance. Learning outcomes provide a clear picture of what may be accomplished by participating in a certain program. Whether it is a short course or a degree program, the learning outcomes should be identified and written down prior to the commencement of the course in order to know and assess whether the course is precisely designed and delivered. To effectively execute and finish the course/program, the teaching setting, learning activities, and assessment system must be correctly structured based on the defined learning outcomes (Mahajan & Sarjit-Singh, 2017). Furthermore, according to Sihaloho (2018), learning outcomes are the results gained by students in the form of cognitive, emotional, and psychomotor outcomes after participating in teaching and learning interactions.

In addition, learning outcomes are analogous to GPS navigation tools. When a location is entered into GPS, the gadget directs the driver during the route and ensures that the vehicle arrives at the specified destination without getting lost. Even if the driver chooses the wrong path, the GPS will direct him and assist him in rejoining the road that goes to the intended destination. Similarly, learning objectives are guiding tools that assist students in the targeted course outcomes. They also demonstrate and assist teachers in the path to be taken, as well as inform students of what they will be able to achieve at the end of the course. They also assist instructors and students in determining the best path to take (Mahajan & Sarjit-Singh, 2017).

Relatedly, the teaching-learning process is supported by pedagogical and subject knowledge. Preparing students to become lifelong learners requires a greater knowledge of how education influences learning. Further, motivation is an essential component of both teaching and learning. For instructors, one of the most aggravating barriers to pupils' learning has traditionally been a lack of drive. Teachers have a critical role in inspiring students to participate in learning activities within their respective educational environments (Ryan and Deci, 2009; Wood, 2019). With this, instructors aim to encourage their students so that they are interested and engaged in class and will continue to value the subject in the future (Gibbens, 2019). Students' desire to learn will be determined by whether the activity provides fascinating information or an enjoyable process. Academic competences are connected to the development of information and abilities that will be successfully employed in learners who live outside of the classroom. According to research, students' drive to study and learning accomplishment are highly associated, although some say both intrinsic and extrinsic motivation impact students' learning achievement (Hamdu & Agustina, 2011; Tokan & Imakulata, 2019).

Configuration is that the teacher starts the course with a review, presents the objectives of the course, presents the draft of the lesson to the students, informs the transition between the sections of the lesson, draws attention to the main ideas and summarizes the main points at the end of the course. In creating a lesson plan teachers should have answers to two basic questions: what to teach and how to educate. When you know what topics to teach and how to teach them, you will be able to fit your lecturing patterns to your students' learning ability. In order to ensure that students acquire the knowledge, skills, or attitudes outlined in the learning objectives, a lesson plan serves as a road map to direct a series of activities. A lesson plan's ability to be modified to meet the needs of specific students is a benefit. A lesson plan should specify the primary objectives, key results, content, structure, and timing of activities, as well as the tasks for assessment (McKimm & Morris, 2009; Biggs & Tang, 2011; van Diggele, Burgess, & Mellis, 2020).

Lately, the instructional model has become a critical component that influences the effectiveness and efficiency of the teaching and learning processes. A strong master plan for teaching includes an instructional model. Furthermore, it is a conceptual framework that defines a systematic approach for structuring learning experiences in order to attain certain learning goals and acts as a guide for teachers in planning and conducting learning activities. Teachers supply numerous learning features to attain learning objectives while implementing an instructional model. Additionally, the instructional paradigm encourages students to participate in the teaching and learning process. This allows for student-centered learning to be implemented. Also, the use of ICT in education may shift the teacher's learning paradigm away from teacher-centered learning and toward student-centered learning (Winataputra, 2005; Eggen & Kauchak, 2007; Branch & Kopcha, 2014; Ceylan & Kesici, 2017).

Teachers must be aware that the quality of their inquiries and questioning while conducting teaching and learning sessions in the classroom is one of the most important

factors in determining the efficacy and quality of their teaching sessions. Teachers must play a major role in employing the correct tactics and abilities to question students in order to assist pupils to stimulate a high level of thinking. Teachers should be aware of any changes in the classroom, and such adjustments should be consistent with the goals they intend to achieve in teaching and learning processing critical thinking is a necessary step in teaching. This is to enhance the thinking process of our students and increase their academic achievements. According to Qablan, Sahin, and Hashim (2019), critical thinking is a crucial life skill of critical and analytic thought, and it is presently regarded as one of the most essential educational goals that must be acquired and given, particularly in today's societies that are susceptible to a rapid succession of changes. When making judgments in such cultures, the significance of critical thinking becomes obvious. The outcomes are frequently founded on incorrect assumptions and arguments that are not backed by sufficient or recognized facts.

Furthermore, scientific critique, non-conformity with people's common notions or views, not accepting extreme views or opinions, and avoiding subjective beliefs are all important components in the development of critical thinking. Further, it is crucial for educators to recognize that the role they play in teaching critical thinking differs from the role they generally perform. To engage students in critical thinking, the educator must act as a facilitator, allowing for discussion and encouraging a freer thought process, as well as encouraging understanding that critical thinking does not always result in a correct answer, but may instead result in more questions or differing assessments of the topic (Halx & Reybold 2005; Arend 2009, Qablan, Sahin, & Hashim, 2019). Further, people are empowered by information, and the successful application of knowledge creates wisdom. Without application, knowledge is meaningless. It is critical that we make effective use of what we study and the knowledge we have gained (Kehinde, 2018).

Moreover, because education serves to prepare our students for life, it is critical that we help our young learners comprehend that what they learn in school is helpful outside of the classroom. We can help our kids grasp the importance of work and make it more meaningful by giving unique learning experiences that connect to the "real world". Giving children the ability to search, analyze, and evaluate material can assist them in making their own connections. Associating newly acquired knowledge with existing background information aids in the development of greater meaning and enhanced engagement. Engaged, self-directed learners are better prepared to use their knowledge at school, at home, and in their communities (Pernell, 2019).

Also, making the classroom a learning environment means keeping the students related to the course and establishing order in the classroom by creating rules. The social, physical, psychological, and pedagogical conditions in which learning takes place and which have an impact on students' academic performance and attitudes make up the learning environment (Fraser, 2022).

The physical aspect of a learning environment includes the building's physical elements, such as its furnishings, equipment, and technologies (Hannafin and Land, 1997). Different teaching styles can be stimulated or inhibited by the physical

environment of the classroom and its affordances (Beckers, 2019; Marmot, 2014). The activities, resources, tools, methods, strategies, and structures used to support student learning are referred to as the pedagogical dimension of the learning environment (Skordi and Fraser, 2019; Hannafin and Land, 1997). Personalization, involvement, student cohesion, contentment, task orientation, innovation, individualization, investigation, cooperation, equity, and teacher support are characteristics of the psychosocial environment (Dorman, 2014; Skordi and Fraser, 2019).

According to Fisher (2019), millennial students need active learning environments that encourage student participation and collaboration. Additionally, they need furniture that allows for flexible classroom settings (Asino and Pulay, 2019), where students can see and hear each other, their teacher, and all screens while sitting at appropriate tables and chairs (Marmot, 2014). Teachers and students behave more assertively and actively in these settings, power relationships are more balanced and flexible, and the instructor walks around the room acting as a nucleus while the pupils operate as satellites (Ravelli, 2018). Teachers and students tend to react both consciously and unconsciously to the learning space, which tells them to adopt a specific mode of instruction and learning (Ramsay, Guo, Pursel, 2017; Ravelli 2018). On the other hand, lecturers can employ modern settings for conventional lecture formats and lecture theaters for new, creative uses (Ravelli, 2018).

Furthermore, by managing their time effectively, students can finish their work on time, remain involved in their studies, and have more time to pursue things that are important to them, such as sports, hobbies, youth group, and spending time with friends and family. Assessment is when the teacher uses the right techniques to get feedback on student learning, analyzes the data to determine student needs, announces the results to students and parents and evaluates their own practices (Bozkus, 2019). When teaching an idea in a classroom, assessments are critical. It benefits not only the pupils, but also the teachers. Assessments serve as a great feedback technique for informing students about their progress. Assessments benefit students by informing them of their mistakes and how they might remedy them. It also allows pupils to better reinforce the subject if they don't remember it properly. It allows students to exhibit what they've learned and comprehend the material that the teacher spent weeks preparing, refining, and teaching. The outcomes of such examinations conducted over time can then be used to measure pupil growth. This also assists students in motivating themselves. Assessment is vital in education and plays an important role in the educational process. Teachers can classify and evaluate their students, provide feedback, and structure their instruction using suitable evaluation (Tosuncuoglu, 2018).

With this and given the significance of assessment in student learning, it is critical to examine how effectively to quantify the learning that you want your students to attain. Your pupils' assessments should incorporate grading, learning, and motivation. Assessment procedures that are well-designed provide useful information regarding student learning. They provide information about what pupils learnt, how well they learned it, and where they struggled. Good evaluations enable you to answer the



question, "What did my students learn in my course?" The assessment then serves as a lens for understanding student learning, detecting invisible hurdles, and assisting us in improving our teaching methods. Assessment tasks are crucial since they constitute the basis for judging the learner's performance. While these decisions are made formally by assessors, they are also made by learners themselves, by their peers, or by other agents in the overall process of a course, and they are communicated either through oral or written comments and recommendations, or through grades (Ibarra-Sáiz, Rodríguez-Gómez, & Boud, 2021).

Work ethics believes that hard work and diligence have a moral benefit and an inherent ability, virtue or value to strengthen character and individual abilities. It is a set of values centered on the importance of work and manifested by determination or desire to work hard. Social ingraining of this value is considered to enhance character through hard work that is respective to an individual's field of work. Organizations have created ethical codes to address difficult ethical dilemmas. An ethical code is a set of moral principles that organizations use to modify employee conduct both inside and outside of the business or workplace. Without a doubt, ethical workplace behaviors have been seen to help organizations fulfill their profit margins; this is a standard metric of organizational success as captured in organizational performance literature. Every organization values ethics as much as it values its mission statement (Valeri & Baggio, 2020).

Further, a good work ethic is the process of questioning, discovering and defending our values and purpose. Proponents of a strong work ethic consider it to be vital for achieving goals, that it gives strength to their orientation and the right mindset. A work ethic is a set of certain principles that guide their work behavior, developing and processing a strong work ethic will inevitably produce consistently high-quality work. The output motivates them to stay on track. A good work ethic fuels an individual's needs and goals; it is related to the initiative by a person for the objectives. It is considered a source of self-respect, satisfaction, and fulfillment. Moreover, a person's work ethic is a representation of his character. A strong work ethic suggests that the person places a high value on doing a good job, respecting others and functioning with integrity. Professionalism is a component of the concept of work ethic, which describes how a person comes to work and conducts himself on the job. There are several ways a person can exemplify professionalism on the job (Leonard, 2019).

In addition, work ethic is one of the most notable constructs as it indicates, among other things, the extent to which a person considers work as his central life interest. Also, some have defined work ethic as a belief in the value and importance of work for its own sake. It was suggested that work ethic refers to complete and relentless devotion to one's economic role on earth. Current conceptualizations tend to view work ethic as an attitudinal construct pertaining to work-related values (Miller et al., 2002). The greatest strategy to encourage workplace ethics is to be very detailed and cautious when hiring potential employees to represent the top levels, particularly the human resource department. It is true that human resource specialists are an organization's face. They

must have a thorough understanding of human psychology because they are in charge of developing the organization's policies, rules, and regulations. Remember that policies should not be excessively flexible or too rigid. If policies are too flexible, no one will actually follow them, and if regulations are too rigid, employees will rely on excuses and lies to get around them (Menbarrow, 2021).

Further, employee performance is strongly influenced by the work ethic and discipline of employees. If government officials are already getting used to the profession and any work that would soon be sorted out and well-ordered will indirectly improve a good work ethic. With good working discipline, any government official will always keep his job well and not abandon her work. Implementing this attitude will be a satisfactory service to the community so that people will find it all in the care of their needs in relation to the government. If a local government official has the work ethic and discipline is high, it will positively impact the employee's performance. The point that employee's performance will be run accordingly to the objectives expected because the work ethic and discipline has been applied so that each work will be carried out effectively and efficiently. The performance of employees will increase if supported by solid teamwork. Employees that are unaware of the laws and regulations cause problems. Transparency between management and employees is critical and the most effective strategy to develop workplace ethics (Menbarrow, 2021).

Also, the development of transformative learning is the main factor in becoming a holistic profession teacher. The process of changes in communicative and instructional learning, the process of learning from practical experience, and the process of critical reflection are particularly important in the construction of teachers' holistic profession. All of these transformative learning experiences help to contextually shape teachers' holistic vocation (Zhu & Li, 2019). The gradual shift from semi-profession to the holistic profession in the paradigm of teachers' holistic professional consciousness illustrates the true nature of transformative learning (Zhu, 2017a; Zhu & Li, 2018).

The transformative learning process, which includes the process of changes in communicative and instructional learning, the process of learning from practical experience, and the process of critical reflection, is what primarily goes into the holistic professional development of teachers. In terms of employing a number of instructional tactics, cultivating critical reflection is essentially parallel to accelerating transformative learning in the process. Enhancing student awareness of their views and personalities during the process of transformative learning is a key component in cultivating critical reflection. It is essential to define the responsibilities of students and teachers in the classroom in order to promote transformative learning. Additionally, it relates to a few queries about how to comprehend the interactions between professors and students as well as how to get students involved in transformative learning (Zhu & Li, 2019).

In the concept of teachers' holistic professional concepts, the teacher-student relationship is seen as the foundation of teaching is professional. For example, teachers' self-identity construction, teaching design, teaching implementation, and teaching evaluation are just a few examples of the features that make teaching a holistic profession

(Zhu, 2017). All of these professionalizing factors for teaching center on studying the naturally transformative relationship between teachers and students (Zhu & Li, 2019).

Although the teacher's role in transformative learning has garnered a lot of attention, Ettlting (2006) as cited by Al-Hadi, (2018) offers a perspective that emphasizes the importance of ethics in such a process. She believes that the first duty of educators is to educate and develop themselves professionally. To do this, they must engage in a conscious, ongoing examination of the appropriateness of the techniques used and the implications of the outcomes that are promoted, put real-world issues into practice in the classroom, and engage in a dialogue with their students that focused on a common goal, and it is important for the educator to remember that in this type of adult learning setting, students learn from one another and continue to make sense of what they have learned beyond class.

Further, work ethics is considered an important part of the teaching profession and a guideline to their professional development. Teaching professional ethics principles generally define the boundaries of the basic principles that teachers must follow in their interactions with students, parents, colleagues, and other members of society, as well as in fulfilling their responsibilities to them (Karatas, Caner, Kahyaoglu, & Kâhya, 2019). Shapira-Lishchinsky (2019) classified the ethical dimensions of the teaching profession into five categories: caring for students' learning and well-being, professionalism, professional relationships among teachers, respect for the law, school regulations, and student rights, and respect for parents and the school community. When these dimensions are studied, it can be stated that teachers construct behavioral standards in relation to the conditions they encounter.

Furthermore, the researcher has not come across a study that dealt with the mediating influence of work ethics on the relationship between transformative learning and the professional development of public elementary school teachers in the local setting. It is in this context that the researcher was interested to determine whether work ethics have a mediating influence on the relationship between the transformative learning and professional development of public elementary school teachers in the 3 public schools namely Magsaysay, Bansalan and Matanao under the division of Davao del Sur as this can raise concern to the intended beneficiaries of this study and possibly develop action plans to improve teachers' work ethics, transformative learning and professional development, thus, the need to conduct this study.

This study is anchored on the Social Learning Theory of Bandura (1977) which provides a theoretical approach that integrates cognitive aspects and social effects in learning. It was argued that professional development theories need to include both cognitive and social aspects of learning. Moreover, from the perspective of SLT, the mechanism of learning and the formation of personal knowledge is through observation (Bandura, 1977). SLT posits a sophisticated mental modelling of observed behaviors and subsequent construction of novel behaviors, but this does not necessarily mean direct imitation of others' behaviors. Observational learning has been found to be an important

mechanism in teacher development, as has the importance of a mental model or a picture of the lesson as the teacher enters a classroom (Rowlands et al., 2011).

In conjunction, Fullen (1995) stated that professional development is continuous learning focused upon the total of formal and informal learning pursued and experienced by the teacher in an exciting learning environment under complex and dynamic change conditions. Also, teacher training and in-service professional development are key to effective teaching (Fraser, 2008). According to Hummond et al. (2017) and Rhodes et al. (2004), effective professional development is intensive, creates learning opportunities, identifying own learning needs and others; evaluating yourself, observational and peer-review skills; accessing mentoring; engaging in reflection, professional dialogue and feedback and builds strong working relationships among teachers.

Jack Mezirow (1977) established the Transformative Learning Theory, which is concerned with profound, valuable, and constructive learning. This method of learning goes beyond simply obtaining knowledge. It provides pupils with constructive and critical approaches to consciously provide meaning to their lives. Transformative learning is defined by Jack Mezirow as "*the critical awareness of unconscious suppositions or expectations and the appraisal of their importance for making an interpretation.*"

As stated in the definition, transformative learning frequently results in a profound shift in a person's thoughts, feelings, perspectives, convictions, or behaviors. This is due to the fact that it allows for a fundamental shift in awareness, which permanently alters people's world views. It also causes a paradigm shift in students, which has a direct impact on future experiences. A pupil who suddenly discovers a latent skill is one illustration of this. The idea distinguishes between two forms of learning: instrumental learning and communicative learning. Instrumental learning focuses on learning through task-oriented problem-solving and determining cause-and-effect linkages. Communicative learning is the process by which people convey their needs, feelings, and desires. This is about the social component of learning (Janse, 2020).

Justin Oakley and Dean Cocking's (2001) *Virtue Ethics and Professional Roles* is the most comprehensive treatment of the virtue ethics approach to professional morality. This approach provides a valuable way of defining professional responsibilities and professional morality by using the Aristotelian theory of virtue ethics — an account that lays central focus on the exercise of reflective moral agency. Because it connects virtuous behavior to the concept of well-functioning in specific jobs, Aristotelian virtue ethics is particularly well adapted to professional ethics. "*Virtue ethics' teleological approach to right behavior in terms of good functioning relative to acceptable objectives makes it especially ideally placed to capture the distinctive responsibilities and sensitivities of particular professions*", assert Oakley and Cocking (Hursthouse, 1999).

### 3. Material and Methods

The respondents of this study were the 300 who are elementary public school teachers in the three public schools namely in Magsaysay, Bansalan and Matanao (MABAMA)

division of Davao del Sur. With the desire to give everyone a chance to be included in the study, a stratified random sampling technique was used. Stratified random sampling was employed in the study such that all public elementary school teachers under the 3 identified districts had a chance to be selected and considered for inclusion in the final sample. This is a sampling technique in which the population is divided into groups called strata. Moreover, the idea was that the groupings were made so that the population units within the groups are similar. Specifically, with a total population of 1,200 teachers for the 3 districts (MABAMA), the sample size was taken using Slovin's formula ( $n = N / (1 + Ne^2)$ ) Stephanie (2003). In this case, the public elementary school teachers in MABAMA only were the groups to become respondents. Moreover, the idea was that the groupings were made so that the population units within the groups are similar. In particular, included in this study as the respondents were the regular public elementary school teachers of the 3 identified districts (MABAMA).

In particular, included in this study as the respondents were the regular public elementary school teachers of the 3 identified districts (MABAMA), who are currently employed and whose plantilla numbers are in the Department of Education, as they are the ones who are in the position to provide useful information upon testing the hypothesis of the study. Those teachers who were not teaching under the elementary department in the areas of Magsaysay, Bansalan and Matanao are excluded from the study, for they are in different work environments and supervision. Also, teachers who were working in secondary and private schools whether in the same identified areas including those teachers also who hold managerial or supervisory positions were also excluded in the study.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. They were forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they are given the free will to participate without any form of consequence or penalty.

This study employed a non-experimental quantitative design utilizing the descriptive correlation technique of research which is designed to gather data, ideas, facts and information related to the study. In non-experimental research, researchers collect data without making changes or introducing treatments (Gehle, 2013). In this study, the variables were not manipulated, and the setting was not controlled. Descriptive-correlation research design describes and interprets what is, and reveals conditions and relationships that exist and do not exist (Calderon, 2006; Calmorin, 2007). The study was descriptive in nature since it assessed the levels of work ethics, transformative learning and professional development of teachers. This was correlational since it investigated the relationship between variables such as work ethics, transformative learning and professional development of teachers, with the use of the survey questionnaire as a tool in gathering the primary data.

Moreover, a mediation model was used in this study. The mediation model is one that seeks to identify and explicate the mechanism or process that underlies an observed relationship between an independent variable (transformative learning) and a dependent variable (professional development) via the inclusion of a third explanatory variable, known as a mediator variable (work ethics). Rather than hypothesizing a direct causal relationship between the independent variable and the dependent variable, a mediational model hypothesizes that the independent variable influences the mediator variable, which in turn influences the dependent variable. Thus, the mediator variable serves to clarify the nature of the relationship between the independent and dependent variables. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

The data was gathered through the procedures mentioned as follows. First, before the conduct of the study, the researcher sent a letter asking for permission from the Schools Division Superintendent of the Department of Education Division of Davao del Sur. Then, the researcher sent letters asking for permission from the School Heads of the participants. Once approved, the survey questionnaires were administered to the respondents of the 3 public schools under the division of Davao del Sur. As soon as the request was approved and strictly observing the safety protocols in this pandemic time as per mandate by the Inter-Agency Task Force for the Emerging Infectious Disease (Covid 19) such as physical/social distancing and wearing of facemask, the researcher immediately visited the concerned school heads of the 3 schools, as part of the courtesy call and discussed the plan on the conduct of online survey thru google forms to all concerned respondents.

During the courtesy call, a list and contact numbers/email addresses of all respondents/ teachers were requested from the offices of the concerned school heads/principals. The list served as the basis for the researcher for the data gathering which activity took around one month from the sending of the survey questionnaire to all the respondents in Google forms up to the retrieval of the accomplished survey questionnaires. Also, before the actual data collection, the researcher secured Certificate of Compliance from UMEREC to ensure compliance with some ethical considerations in research. After successfully retrieving the questionnaires, the data was collated and tabulated. Then, appropriate statistical tools were employed to derive the necessary data for interpretation and further analysis.

The following statistical tools were used in the computation of data and testing the hypotheses at 0.05 level of significance: mean was used to determine the level of transformative learning, professional development, and work ethics of teachers; Pearson Product Moment Correlation (Pearson  $r$ ) was used to determine the significance of the relationship between transformative learning and professional development of teachers, between transformative learning and work ethics of teachers; and between work ethics and professional development of teachers; path analysis was used to determine the significance of the mediation of work ethics on the relationship between teachers' transformative learning and professional development, and Zobel Z Test was used to

determine the mediating effect of work ethics on the relationship between teachers' transformative learning and professional development.

In the conduct of this study, especially before the data was gathered, ethical issues and considerations will be dealt with. The researcher underwent an evaluation conducted by the ethics review committee members. After several review processes, this study was marked as passed and approved by the UM Ethics Review Committee (UMERC). The participation of the respondents was completely voluntary and anonymous to protect their privacy and information is given whenever the respondents did not understand, before deciding whether to participate or not in the study. The records of this study were confidential as far as permitted by law. Informed consent was secured from all the respondents involved in the study.

The participants were carefully selected based on the criteria provided in the research. The study did not involve high risks of situations that the respondents had experienced since the respondents were public elementary school teachers and this was conducted in accordance with due process. All the teachers were the primary beneficiaries of the study. The study utilized the Grammarly or Turnitin software and/or Plagiarism Detector to ensure that there was no plagiarism that happened during the whole duration of the study. There was no trace/evidence of intentional misrepresentation of what has been done and no making up of data and/or results, or purposefully putting forward conclusions that were not accurate. There was no evidence that the study was intentionally misrepresented to match a model or theoretical assumption.

The study had no conflict of interest since the researcher has no relationship with the respondents of the study, but it was a requirement for the completion of the master's degree in education at the University of Mindanao Professional Schools. In this study, there was no deceit. The researcher secured proper permission from the targeted agencies where the respondents are teaching/working. Considering the risks of COVID-19, and in the conduct of the online data gathering, the researcher utilized Google forms where the respondents indicated their responses on the specific item-questions being asked. No person was authorized to publish nor present this paper except the researcher or the adviser without the consent of the researcher.

#### 4. Results and Discussion

**Table 1:** Level of Transformative Learning

Indicator	SD	Mean	Descriptive Level
Social support	0.542	4.44	Very High
Attitude toward uncertainty	0.543	4.42	Very High
Criticality	0.570	4.40	Very High
Learning outcomes	0.561	4.40	Very High
<b>Overall</b>	<b>0.553</b>	<b>4.41</b>	<b>Very High</b>

The level of transformative learning is very high due to the very high levels of responses. The indicators *social support*, *attitude towards uncertainty*, *criticality* and *learning outcomes* are arranged from the highest to lowest. The very high level of *social support* suggests that there is abundant support within the society that helps develop learning. This is in line with the claim of Akanni and Oduaran (2018) that social support will boost confidence in meeting academic requirements. Further, the very high level of *attitude towards uncertainty* revealed that coping with uncertain situations helps in overcoming learning difficulties. This is in line with the claim of Kara and Kruteleva (2020) that those with a positive attitude towards uncertainty are more likely to act, can withstand uncertain conditions, and more tolerant of a variety of scenarios.

Further, the very high level of *criticality* indicates that there is continuous evaluation and verification of information that helps improve the overall self and society. This is in line with the claim of Figliuolo (2016) and Neba (2020) that criticality assists in determining the true core cause of problems rather than just dealing with the symptoms, and aids in avoiding future difficulties that may arise as a result of one's actions. Additionally, the very high level of *learning outcomes* suggests that the use of clear and achievable goals that is established to help identify what can be accomplished in the class and improved the focus of learning. This is in line with the statement of Mahajan and Sarjit-Singh (2017) that learning outcomes provide a clear picture of what may be accomplished by participating in a certain program. Also, the teaching setting, learning activities, and assessment system must be correctly structured based on the defined learning outcomes to effectively execute and finish the course/program.

**Table 2:** Level of Professional Development

Indicator	SD	Mean	Descriptive Level
Orientation	0.546	4.47	Very High
Configuration	0.537	4.45	Very High
Questioning	0.538	4.45	Very High
Teaching modeling	0.545	4.45	Very High
Application	0.537	4.45	Very High
Learning environment	0.543	4.45	Very High
Management of time	0.543	4.45	Very High
Assessment	0.559	4.44	Very High
<b>Overall</b>	<b>0.537</b>	<b>4.45</b>	<b>Very High</b>

The very high level of professional development of teachers is due to the very high level of rating of the responses. The indicators *orientation*, *configuration*, *questioning*, *teaching modeling*, *application*, *learning environment*, *management of time*, and *assessment* are arranged from the highest to lowest. The very high level of *orientation* indicates that the teachers are able to encourage the students to participate in the learning process and find meaning in their lessons. This is in line with the claims of Ryan and Deci (2009) and Wood (2019) that teachers have a critical role in inspiring students to participate in learning activities within their respective educational environments. Instructors aim to encourage their students so that they are interested and engaged in class and will continue to value the



subject in the future (Gibbens, 2019). Also, the very high level of *configuration* suggests that the use of lesson plans is given emphasis and that the teachers are able to execute the said plan is very evident. This is in line with the claim of various authors (eg. McKimm & Morris, 2009; Biggs & Tang, 2011; van Diggele, Burgess, & Mellis, 2020) stating that in order to ensure that students acquire the knowledge, skills, or attitudes outlined in the learning objectives, a lesson plan serves as a road map to direct a series of activities. Further, when teachers know what topics to teach and how to teach them, they will be able to fit the lecturing patterns to their students' learning abilities.

Additionally, the very high level of *questioning* suggests that effective questioning techniques are evidently used by the teacher. This is in line with the claim of that questions serve to pique students' curiosity and motivate them to study. Teachers can then use meaningful inquiries and dialogues to teach students to offer thought-provoking questions and seek answers. Also, the very high level of *teaching modeling* indicates that the teachers are able to promote critical thinking in their lessons. This is in line with the statement Bozkus (2019) that teaching modeling encourages students to solve problems and develop new solutions. It enhances the thinking process of our students and increases their academic achievements.

Moreover, the very high level of *application* indicates that the teachers are able to realize the lesson and knowledge they teach into the physical and enhance the students' learning capabilities. This is in line with the claims of Kehinde (2018) that without application, knowledge is meaningless. It is critical that we make effective use of what we study and the knowledge we have gained, as people are empowered by information, and that successful application of knowledge creates wisdom. Further, the very high level of *learning environment* suggests that the teachers are able to create a learning environment that encourages, collaborates and enhances learning. This is in line with the statement of Fraser (2022) that the social, physical, psychological, and pedagogical conditions in which learning takes place and which have an impact on students' academic performance and attitudes make up the learning environment.

**Table 3: Level of Work Ethics**

Indicators	SD	Mean	Descriptive Level
Would continue teaching here in our school.	0.333	4.10	High
Feeling it is very important for me always to be able to teach.	0.653	4.36	Very High
Feeling content when i have spent the day teaching.	0.527	4.51	Very High
Striving to be self-reliant.	0.527	4.49	Very High
Understanding that self-reliance is the key to being successful.	0.712	4.18	High
Must avoid depending on other persons whenever possible.	0.668	4.22	Very High
Working hard to succeed.	0.552	4.49	Very High
Believing that by simply working hard enough, I can achieve my goals.	0.520	4.48	Very High
Believing that hard work makes me a better person.	0.557	4.47	Very High
Believing that people should have more leisure time to spend in relaxation.	0.610	4.42	Very High

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Believing that the job that provides the most leisure time is the job for me.	0.590	4.40	Very High
Knowing life would be more meaningful if we had more leisure time.	0.628	4.37	Very High
Acknowledging that people should be fair in their moral dealings with others.	0.552	4.48	Very High
Knowing that taking something that does not belong to you is never appropriate	0.568	4.46	Very High
Believing that treating others as you would like to be treated is important.	0.546	4.49	Very High
Believing that the best things in life are those you have to wait for.	0.551	4.47	Very High
Knowing that if i want to buy something, i always wait until i can afford it.	0.561	4.45	Very High
Believing that a distant reward is usually more satisfying than an immediate one.	0.561	4.44	Very High
Trying to plan out my workday so as not to waste time.	0.590	4.44	Very High
Knowing that time should not be wasted, it should be used efficiently.	0.556	4.46	Very High
Constantly looking for ways to use my time productively.	0.556	4.46	Very High
<b>Overall</b>	<b>0.310</b>	<b>4.41</b>	<b>Very High</b>

The combined high and very high levels of responses resulted in a very high level of work ethics. This indicates that work ethics is very evident in the school, as work ethics is also a guiding tool for the schools in upholding their goals. This is in line with the claims of Valeri and Baggio (2020) that every organization values ethics as much as it values its mission statement. Further, the measures “*feel content when I have spent the day teaching,*” “*strive to be self-reliant*” “*will work hard to succeed*” and “*believe that treating others as you would like to be treated is important*” which all have gained a very high level indicates that the employees have felt satisfaction and are eager to work and connect with others. This is in line with the claims of Sharma and Rai (2015) that workers who internalized work ethics believe that a job well done is a reward in itself. They welcome jobs that involve greater responsibility and challenge to contribute to their learning and growth.

Further, Menbarrow, (2021) believed that if a local government official has a work ethic and discipline is high, it will positively impact the employee's performance. The point is that the employee's performance will be run accordingly to the expected objectives because work ethics and discipline have been applied so that each work will be carried out effectively and efficiently. The performance of employees will increase if supported by solid teamwork. Also, employees that are unaware of the laws and regulations cause problems. So, transparency between management and employees is critical and is also the most effective strategy to develop workplace ethics.

**Table 4.1:** Significance on the Relationship between Transformative Learning and Professional Development of Teachers

Transformative Learning	Professional Development of Teachers								
	Orien	Conf	Ques	TM	App	LE	MT	Asse	Overall
Social support	0.922 < .001	0.969 < .001	0.974 < .001	0.961 < .001	0.967 < .001	0.959 < .001	0.959 < .001	0.954 < .001	<b>0.969</b> <b>&lt; .001</b>
Attitude toward uncertainty	0.908 < .001	0.966 < .001	0.969 < .001	0.954 < .001	0.968 < .001	0.952 < .001	0.965 < .001	0.942 < .001	<b>0.964</b> <b>&lt; .001</b>
Criticality	0.877 < .001	0.933 < .001	0.935 < .001	0.923 < .001	0.934 < .001	0.915 < .001	0.918 < .001	0.917 < .001	<b>0.929</b> <b>&lt; .001</b>
Learning outcomes	0.877 < .001	0.928 < .001	0.934 < .001	0.913 < .001	0.93 < .001	0.908 < .001	0.907 < .001	0.904 < .001	<b>0.923</b> <b>&lt; .001</b>
<b>Overall</b>	<b>0.895</b> <b>&lt; .001</b>	<b>0.950</b> <b>&lt; .001</b>	<b>0.954</b> <b>&lt; .001</b>	<b>0.938</b> <b>&lt; .001</b>	<b>0.952</b> <b>&lt; .001</b>	<b>0.932</b> <b>&lt; .001</b>	<b>0.938</b> <b>&lt; .001</b>	<b>0.929</b> <b>&lt; .001</b>	<b>0.947</b> <b>&lt; .001</b>

The correlation between measures of transformative learning and the professional development of teachers revealed a significant relationship. This implies that transformative learning is significantly linked to the professional development of teachers. This is in line with the claims of Zhu and Li (2019) that the development of transformational learning is the main factor in becoming a whole professional teacher. The process of changes in communicative and instructional learning, the process of learning from practical experience, and the process of critical reflection are particularly important in the construction of teachers' holistic profession. All of these transformative learning experiences help to contextually shape teachers' holistic vocation.

Further, the relationship is vital in professional education for developing discussion and critical reflection in field education, and critical reflection and dialogue have been shown to positively benefit student learning in field education. Regardless of the form of supervision used, the crucial significance of the student/field supervisor interaction in enabling integrated student learning has been consistently recognized in social work field education research.

**Table 4.2:** Significance on the Relationship between Transformative Learning and Work Ethics

Transformational Learning	Work Ethics
Social support	0.889 < .001
Attitude toward uncertainty	0.880 < .001
Criticality	0.838 < .001
Learning outcomes	0.845 < .001
<b>Overall</b>	<b>0.861</b> <b>&lt; .001</b>

The correlation between measures of transformative learning and work ethics revealed a significant relationship. This implies that transformative learning is significantly related to work ethics. This is in line with the claim of Ettlting (2006) as cited by Al-Hide (2018) that although the educator is the focus of transformative learning, ethics is also important. She believes that the first duty of educators is to educate and develop themselves professionally. To do this, they must engage in a conscious, ongoing examination of the appropriateness of the techniques used and the implications of the outcomes that are promoted, put real-world issues into practice in the classroom, and engage in a dialogue with their students that focused on a common goal, and it is important for the educator to remember that in this type of adult learning setting, students learn from one another and continue to make sense of what they have learned beyond class.

**Table 4.3:** Significance on the Relationship between Work Ethics and Professional Development of Teachers

	Professional Development of Teachers								
	Orien	Conf	Ques	TM	App	LE	MT	Asse	Overall
Ethics	0.853	0.899	0.901	0.884	0.892	0.881	0.881	0.873	<b>0.893</b>
	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<b>&lt;.001</b>

The correlation between work ethics and the professional development of teachers revealed a significant relationship. This implies that work ethics are significantly associated with the professional development of teachers. This is in line with the claim of Karatas, Caner, Kahyaoglu, and Kâhya (2019) that work ethics is considered an important part of the teaching profession and a guideline for their professional development. Teaching professional ethics principles generally define the boundaries of the basic principles that teachers must follow in their interactions with students, parents, colleagues, and other members of society, as well as in fulfilling their responsibilities to them.

Further, Shapira-Lishchinsky (2019) classified the ethical dimensions of the teaching profession into five categories: caring for students' learning and well-being, professionalism, professional relationships among teachers, respect for the law, school regulations, and student rights, and respect for parents and the school community. When these dimensions are studied, it can be stated that teachers construct behavioral standards in relation to the conditions they encounter.

**Table 5:** Regression results of the variables in the criteria of the presence of mediating effect

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation
				Lower	Upper			
Indirect	a × b	0.252	0.0284	0.196	0.307	8.88	<.001	27.4
Direct	C	0.667	0.0314	0.605	0.729	21.24	<.001	72.6
Total	c + a × b	0.919	0.0181	0.883	0.954	50.73	<.001	100.0

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between transformative learning and the professional development of teachers. Specifically, work ethics was investigated as the possible mediating variable that could explain the effect of transformative learning on the professional development of teachers. Partial mediation is found in the study, and significant direct effects were presented that may help in the enrichment of the existing studies on transformative learning and professional development of teachers.

In addition, the recent study on transformative learning and professional development has found relevance to the study of Zhu and Li (2019) where the transformative learning process, which includes the process of changes in communicative and instructional learning, the process of learning from practical experience, and the process of critical reflection, is what primarily goes into the of holistic professional development of teachers.

Further, in terms of employing a number of instructional tactics, cultivating critical reflection is essentially parallel to accelerating transformative learning in the process. Enhancing student awareness of their views and personalities during the process of transformative learning is a key component in cultivating critical reflection. It is essential to define the responsibilities of students and teachers in the classroom in order to promote transformative learning. Additionally, it relates to a few queries about how to comprehend the interactions between professors and students as well as how to get students involved in transformative learning (Zhu & Li, 2019).

The mediation analysis involved the path between transformative learning and work ethics, and the path between work ethics and the professional development of teachers. The findings confirmed the positive relationship between transformative learning and the professional development of teachers corresponding to one author Zhu (2017) which is the concept of teachers' holistic professional concepts, the teacher-student relationship is seen as the foundation of teaching being professional. For example, teachers' self-identity construction, teaching design, teaching implementation, and teaching evaluation are just a few examples of the features that make teaching a holistic profession. All of these professionalizing factors for teaching center on studying the naturally transformative relationship between teachers and students (Zhu & Li, 2019).

## **6. Recommendations**

The researcher came up with recommendations based on the results of the study. In consideration of the findings of very high levels of work ethics, transformative learning and professional development of teachers, it is hereby recommended that the schools may continue to implement policies pertaining to the benefits of the teachers, the teaching strategies being applied, the participation and attendance of teachers in different seminars and trainings which involved their teaching abilities, competencies and behaviors. In other words, the schools may continue to implement and adopt the best practices they have shown to the teachers, students, parents and even the communities

where they belong. These best practices may include yearly conduct of performance evaluation for all teachers (management and teachers, peer to peer or teachers-students).

The Department of Education, as the lead agency may conduct an evaluation as this is the best tool to determine whether the schools may sustain all programs and activities and propose for activities for quality continuing improvement of its policies and practices. For the teachers, to undertake retooling, seminars on innovations of teaching strategies especially on the use of ICT, stress management, mental awareness, work values, communication proficiency, and such other interventions which may come out from the results of the evaluation. There may some activities which will enrich the spiritual well-being of teachers such as retreats, recollection, bible sharing which are ecumenical in nature to allow all teachers to participate. An annual get-together gathering may be advisable to wind up for the year's activities and renew the spirit of teamwork, camaraderie, unity and harmony with each other.

On the results of the partial mediating effect of work ethics on the relationship of transformative learning and professional development of teachers, it is recommended that the school's vision, mission and objectives may be re-emphasized to all including the students as well. This will enable everyone to gain more direction, motivation and commitment in their work and will also ensure full cooperation and support in whatever activities the school may venture into or adapt. The teachers may also be allowed to continue their studies either in the master's or doctoral degrees to be able to equip themselves with the qualifications and standards needed when the time comes when reclassification or promotion in work is available. The teachers may be given the chance to avail of whatever benefits available or open in school may it be in their personal or official capacity. This may include benefits for promotion, reclassification, a study in local or abroad or attendance to conferences and training at the local, national or international levels. Furthermore, the results of this study may be a good basis for future researchers to replicate the study in other regions in a bigger scope using quantitative- structural equation model or a quantitative study using additional variables to determine whether the results may differ from this study and another qualitative study- a phenomenological one depicting the best practices of schools which may somehow be duplicated by other schools as a basis for improvement and/or enhancement.

## **7. Conclusion**

With consideration of the findings of the study, conclusions are drawn in this section. There is a very high level of mean score for work ethics, a very high level of mean score for transformative learning and a very high level of mean score for professional development. There is a significant relationship between transformative learning and the professional development of teachers. There is also a significant relationship between transformative learning and work ethics, and a significant relationship between work ethics and the professional development of teachers.

In addition, there is also a partial mediation on the effect of work ethics on the relationship between transformative learning and the professional development of teachers. The findings of the study clearly confirm the notion about the mediating effect of work ethics on the relationship between transformative learning and the professional development of teachers. The findings are supported by the main theory, the Social Learning Theory of Bandura (1977) which provides a theoretical approach that integrates cognitive aspects and social effects in learning.

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### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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