An Inquiry on the Awareness of Education Students about the Issues and Trends in Educational Planning: An Educational Ethics Perspective

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Abstract: One of the special ethical principles that must be practiced in an educational institution is that all teachers should improve their professional knowledge and skills so that their performance will better serve others. One application of this ethical standard is awareness of the issues and trends in education, specifically in educational planning. The issues and trends in educational planning that students are aware of are: lack of gadgets and internet connection problems under administrative planning; blended learning, personalized learning, experiential learning, adaptive learning, bite-sized learning, gamification, socio-emotional learning, genius hour, and STEAM curriculum under academic curriculum or curricular planning; budgetary concerns, lack of facilities, and teacher shortage under administrative planning; drop-out rates, self-care, self-reliance, and digital citizenship under instructional planning; social divide, brain drain, socio-economics, and COVID19 adaptation under co-curricular planning. Since seminars do take the lead in the source of information of students, it is only but important that these topics be given more attention since educational ethics is the heart of the teaching profession.

*Keywords: (*Education / Ethics / Planning / Issues / Trends / Awareness).

1. INTRODUCTION

Background

One of the special ethical principles that must be practiced in an educational institution is that all teachers should improve their professional knowledge and skills so that their performance will better serve others. This is implied in section 2, article IV of the Code of Ethics for Professional Teachers, pursuant to the provisions of paragraph (e). Article 11, of R. A.. No. 7836. otherwise known as the Philippines Professionalization Act of 1994 and Paragraph (a), section 6. P.D. No. 223. as amended, the Board for Professional Teachers. [1] This is also implied under DepEd Order No. 42, s. of 2017, or the National Adoption and Implementation of the Philippine Professional Standards for Teachers. [2]

Students enrolled in education, herein referred to as beginning teachers as defined under the Philippine Professional Standards for Teachers, should adhere to the set of indicators to prepare them in their chosen career. The beginning teacher, as stated under the PPST Career Stage 1, strand 6.3.1, they must demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers. [1]

One application of this ethical standard is awareness of the issues and trends in education, specifically in educational planning. Beginning teachers are indicated under Strand 4.1.1, planning and management of teaching and learning process, to prepare developmentally sequenced teaching and learning process to meet curriculum requirements. [1]

Rationale

Curricular and Planning, Domain 4 of the PPST Indicators for Different Career Stages, examines teachers' understanding of and engagement with national and local curriculum needs. This Domain comprises their capacity to translate curricular knowledge into learner-relevant learning activities that are based on effective teaching and learning methods. It expects instructors to use their professional skills to plan and organize well-structured and sequenced classes, either individually or in partnership with others. These lesson sequences and accompanying learning programs should be contextually relevant, responsive to learners' requirements, and provide a variety of learning goals to encourage learners to participate in, understand, and attain teaching and learning resources. Teachers are expected to convey learning goals to enhance learner engagement, comprehension, and achievement, according to the Domain. [1]

Current State of Research in the Field

The researcher focused on the awareness of education students about issues and trends in educational planning. This is implicated with the ethical standards in education as embodied in DepEd's Professional Standards for Teachers [2], and UNESCO's Code of Ethics for Professional Teachers. [1]

In their paper "Higher Education-Ethical Challenges and Challenges," A Bhat and Sushmitha Shetty focused on issues in higher education. Their research has the goal of critically assessing flaws in the current educational system. It critically assessed its aims using primary and secondary data sources such as articles on higher education from newspapers and journals, as well as other educational sources. Their study also attempted to directly contact with students who are perceiving their higher education in various sectors, gathering their feedback through telephonic interviews, personal interviews, and e-mails. As we all know, most educational institutions are taking proactive steps to address the shortcomings of the current educational system by implementing interactive learning, e-learning, counseling training programs, and innovative learning through an autonomous education system. [3]

In a study by Joan Squelch entitled "Do School Governing Bodies Have a Duty to Create Safe Schools? An Education Law Perspective: Current Issues in Education Law and Policy," she stated that safe schools are those that are psychologically and physically safe that allows everyone inside the campus function without fear. Although the creation of safe schools is a shared responsibility of all the stakeholders, this study examined the legal duty and liability of school governing bodies and their capacity to fulfil their duties. The purpose of this study is to critically examine the legal basis for the duty of the school governing bodies to create safes schools, with reference to the adoption of a code of conduct for learners and the maintenance of school property. [4] This study bears an issue in educational planning in matters of policies that govern the safety of learners and teachers alike. The school governing bodies include but not limited to the school principal but also the rest of the personnel responsible in the planning and implementation of policies that are supposed to create safer schools. Safety inside school grounds are always on top of the list of priorities regardless of the rate of crime in the community where the school belongs. Therefore planning should not be just directed towards remedy but more so on prevention.

Review of related literature & studies

The literature and studies found relevant to the proposed study were reviewed to provide the theoretical background and conceptual background.

Exposure to educational planning goes as early as the first organizational exposure of a student. Some students get to be class officers or even an officer in one of the youth organizations outside school. Memberships in clubs gives the student the opportunity to get involved in the planning process. As the student moves up in the ladder of education, educational planning becomes even more apparent and a lot more structured. When a student reaches the tertiary level, specifically in the education courses, they get to see a more rigid process and format in the planning. This is the where training in planning becomes a simulation of the real world situations.

Educational planning, in its broadest sense, is the application of rational, systematic analysis to the process of educational development with the goal of making education more effective and efficient in responding to the needs and goals of its students and society, according to UNESCO's International Institute for Educational Planning. [5]

According to J. Kenneth Little in his article "Trends Affecting Contemporary Educational Planning, the major factor which affects educational planning today is growth. There are more people to educate, more topics to learn about, and

more ideas to explore that push the boundaries of human comprehension. The speed with which each of these areas has grown has created a sense of urgency that pervades every aspect of the educational system at all levels. When you add in the stress of a global struggle for survival, you have the perfect setting for modern educational planning. [6]

According to Orly Shapira-Lishchinsky, in his book the "International Aspects of Organizational Ethics in Educational Systems," in educational systems, a code of ethics' main objective is to provide self-discipline instructions by establishing appropriate ethical norms and professional conduct standards. In most countries, educational codes of ethics are produced and updated on a regular basis based on organizational viewpoints held by stakeholders in the educational system. [7]

In a study by Orly Shapira-Lishchinsky, "A Multinational Study of Teachers' Codes of Ethics: Attitudes of Educational Leaders," she said that a code of ethics is a written document established by a professional organization with the objective of directing practitioners, protecting clients, and maintaining the profession's reputation. Codes of ethics are a set of ethical guidelines for organizations that are usually developed through collaboration between practitioners and academics. The goal of a teacher's code of ethics in schools is to establish principles for ethical professional behaviour. As a result, the standards may safeguard instructors against wrongdoing, so increasing public confidence in the teaching profession. Teachers' codes of ethics were written cooperatively by educational leaders such as school principals in most nations. [8]

According to Bryan R. Warnick, et. al., in their study "A Framework for Professional Ethics Courses in Teacher Education," professional ethics appears to be a neglected issue in teacher education programs, according to evidence. The writers of this paper return to the topic of teacher ethics education. The authors suggest a case-analysis framework for teaching professional ethics that is specifically adapted to fit the practice of teaching. The framework is intended to bring to light the primary moral concerns that instructors must consider while making ethical decisions. Although the framework does not provide definitive answers, it does lead to a procedure that improves procedural neutrality in ethical decision-making. As a result, it aids in respecting student moral autonomy while avoiding relativism. [9]

Pam Christie in her study "Towards an Ethics of Engagement in Education in Global Times," she stated that the study argues for the significance of an educational ethics that challenges easy acceptance of things as they are, starting with the observation that patterns of educational inequality are generally acknowledged yet mostly invisible in public debates on education. It provides strategies to deal with ethics, rights, and citizenship discourses in situational and strategic ways, and it argues for the importance of ethical engagement across differences in today's global times. An ethics of commitment to intellectual rigor, an ethical of civility, and an interhuman ethics of care are proposed as three interrelated components for an ethics of involvement in education. **[10]**

Bruce Maxwell, et. al., in their study "A Five-Country Survey on Ethics Education in Preservice Teaching Programs," stated that despite widespread agreement on the ethical components of teaching and long-standing initiatives to link teacher education with broader trends in professional education, little is known about how teacher candidates are prepared to tackle the ethical issues of today's classroom. The findings of a worldwide survey on ethics content and curriculum in initial teacher education are presented in this article (ITE). The findings of the study, which involved five OECD countries—the United States, England, Canada, Australia, and the Netherlands—shed light on teacher educators' perspectives on the contribution of ethics content to future teacher education and provide a snapshot of how well existing programs align with their aspirations. According to the findings, at least one mandatory stand-alone ethics course is required in 24 percent of the ITE programs assessed. The significance of the findings in terms of expanding ethics instruction in preservice teacher education programs is also highlighted. **[11]**

Theoretical Framework

The study is anchored on the premise that the awareness of the education students on the issues and trends in educational planning should be viewed under the perspective of educational ethics. The rise in globalization has shaped educational ethical standard to become more universal in both interpretation and practice.

The long reach of UNESCO has given rise to globalization of educational ethics such that it provides technical support to individual and institutions to implement bioethics and ethics of science education programs, and train teachers in the methodology for the teaching of ethics, especially through its Ethics Teacher Training Courses (ETTCs). **[12]**

It is under this educational ethics perspective that the education students should be aware of the issues and trends in educational planning.
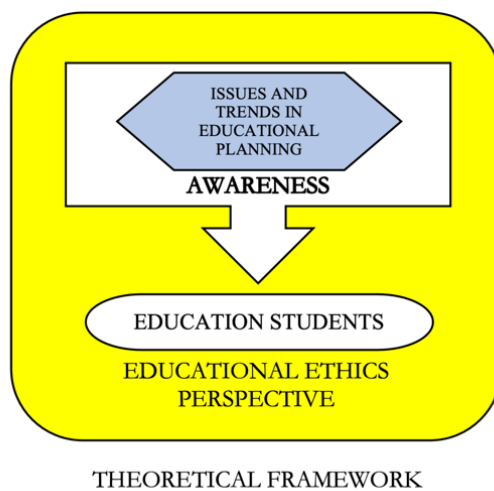
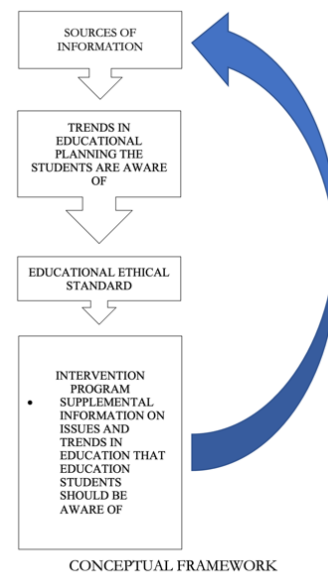THEORETICAL FRAMEWORK

Figure 1

CONCEPTUAL FRAMEWORK

Figure 2

Conceptual Framework

This study followed a specific sequence in the gathering of data. It first determined the education students' sources of information about issues and trends in educational planning. It is an open ended question that will generate unlimited possibilities of answers. This was followed by determining the issues and trends in educational planning that the education students are aware of. The data gathered were analyzed to determine which of the issues and trends in educational planning specifically relates to educational standard in ethics. The analyzed data were interpreted so that intervention programs may be implemented such as supplemental information on issues and trends in educational planning education that students should be aware of. These programs are expected to generate new information that will contribute as new sources in the vast ocean of information.

Synthesis of the art

The related literature and studies that were reviewed discussed the significance of educational ethics as well as the issues and trends in organizational planning.

The studies reviewed indicated increasing interest among researchers to find out more about educational ethics in across cultures and disciplines.

The studies mentioned attempted to give light to issues about educational ethics as a theory, as practiced in different fields of education, and as a global standard among educators.

Gap to be bridged

In the review of related literature and studies, efforts were made about studying educational ethics as a program in institutions. This present study, however, will focus on determining awareness of the educations students on issues and trends in organizational planning from an educational ethics point of perspective. It will make no attempt in making an in-depth investigation as to the ethical practices of the students or the programs aligned to the educational ethics. Moreover, none of the studies mentioned anything about issues and trends about organizational planning, nor anything related to educational ethics perspective or the like. The proposed study is not in any way a duplication of any of the studies cited.

Objectives of the Study

This study determined the awareness of education students about the issues and trends in educational planning from an educational ethics perspective. Specifically, it determined the sources of information where students learn about issues and trends in educational planning. Second, it determined which provisions in the educational ethics the students were familiar with. Third, it determined what issues and trends in educational planning the students were aware of. Fourth, it determined which of the issues and trends in educational planning the students stated, fells under specific educational ethical standard.

2. METHODS

Research Design

The study employed a parallel quasi-mixed method type of research. To meet the first objective, a quantitative approach was employed allowing the questions to generate numerical data. The second objective was answered by questions that were pseudo-qualitative in approach, which were assigned categorically for further analysis. The third objective was answered by a pseudo-qualitative approach parallel to the second objective. The fourth objective was answered by analysis of the data from the first three objectives and drawn conclusions from them.

Statistical Tools

The design of the research is descriptive in nature and generated data which required descriptive statistics to undergo data analysis. Thematization and coding were employed to answer the qualitative parts of the research and come up with a generalization. The descriptive statistics that used were measures of central tendencies such as the mean, median, and the mode. Standard deviation and variance were also used to further get deeper with analyzation.

3. RESULTS

Sources of Information About Educational Planning

The data gathered from the survey questionnaires were placed in tables and graphs as an attempt to simplify the presentation.

Figures 1 and 2 shows the graph representing the comparison among the sources of information in which students learn about educational planning. The graph shows that seminars, having 22 responses, which is 13% among them, is the number one source of information, followed by webinars at 20 responses or 11% of all responses. This is quite the expected response of students because as 4th year students, they have already acquired and accumulated required trainings throughout the duration of stay in the institution. The data that showed the least number of responses is others at zero, followed only by youth organizations at 2 responses or 1% of the total. This number is also very real because although all students can be required to attend seminars and webinars, they cannot be required to join youth organizations. Joining youth organizations is a personal choice, which may be true to some, but not to all.
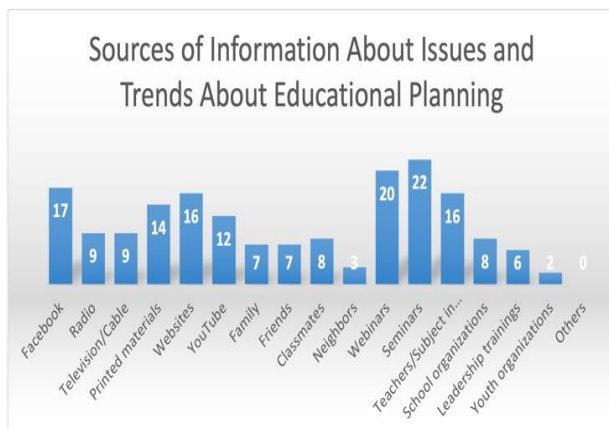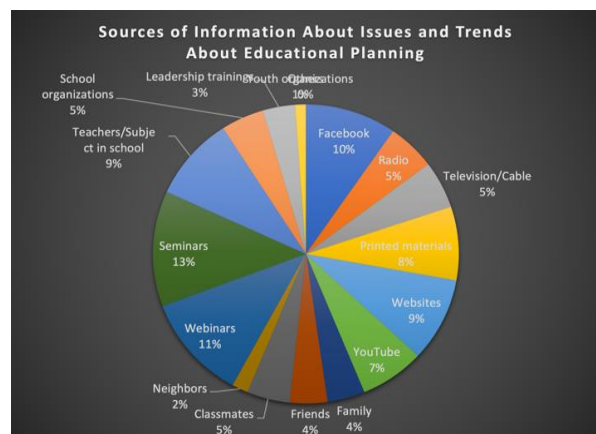

Figure 3

Figure 4

Educational Ethics Students are Familiar With

Figure 5 and 6 show the responses of students with regards to the educational ethics the students are familiar with. This is in reference to the Code of Ethics for Professional Teachers (See Appendix). Data shows that the education ethics that the students are most familiar with is Article VIII, Section 2, which says that "A teacher shall recognize that the interest and welfare of the learners are of first and foremost concerns, and shall deal justifiably and impartially with each of them." There are four (4) sections that share the lowest, at 1 response each, namely: Article II Section 1, Article II Section 4, Article 4 Section 5, and Article VIII Section 8, and Article 8 Section 9. However, there are 35 (62%)out of the 56 sections (see Table 1 and Table 2) that were absent among the responses. There were only 21 (38%) of the sections that they are familiar with.
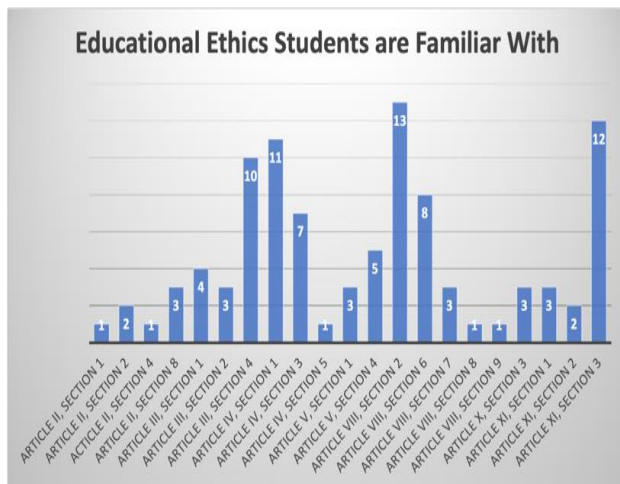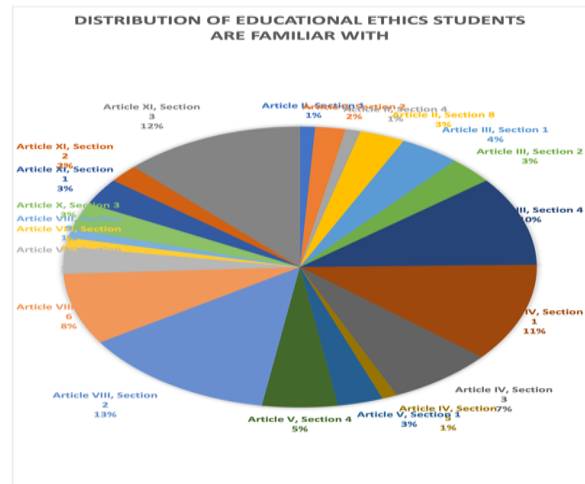
Figure 5

Figure 6

Table 1: Familiarity with the Provisions in the Code of Ethics for Professional Teachers

Unfamiliiar	35
Familiar	21
Total	56

Figure 7

Issues and Trends in Education Planning that Students are Aware of

The table that follows (Table 2) shows the responses of the education students with regards to the issues and trends in educational planning that they are aware of. The left column show the list of responses, matched with the type of educational planning on the right column.

Most of the responses about administrative planning refer to lack of gadgets and internet connection problem. This is a common response most probably because of the challenges the students are facing due to the suspension of face-to-face classes. As a consequence, students have no choice but to resort to the use of gadgets and internet for references to answer their modules.

Responses to academic or curricular planning were plenty and varied as shown in the data: blended learning, personalized learning, experiential learning, adaptive learning, bite-sized learning, gamification, socio-emotional learning, genius hour, and STEAM curriculum. This is most likely because they are 4th year students who are currently during the conduct of the research, are in their field study, and are exposed to these various learning types.

Table 2

Issues and Trends in Educational Planning that Students are Aware of		Types of Educational Planning
• **lack of gadgets** • **internet connection problem**		Administrative Planning
• **blended learning** • **personalized learning** • **experiential learning** • **adaptive learning** • **bite-sized learning**	• **gamification** • **socio-emotional learning** • **genius hour** • **STEAM curriculum**	Academic or Curricular Planning
• **inclusive education** • **educational equity**		Institutional Planning
• **budget for education** • **lack of facilities** • **teacher shortage**		Administrative Planning
• **drop-out rate** • **literacy** • **self-care**	• **self-reliance** • **digital citizenship**	Instructional Planning
• **social divide** • **brain drain**	• COVID19 adaptation • socio-economics	Co-curricular Planning

In Institutional planning, inclusive education and educational equity were mentioned. This is probably due to the rising advocacies to inclusive education and equitable education as posted and shared on Facebook and YouTube.

In administrative planning, the students were aware of the budgetary concerns of the schools they previously attended or perhaps observed. Along with that, is the lack in facilities and the wide gap in teacher-student ratio. This is a common observation by students, teaches, and even parents, because of lack of rooms, lack of books and facilities and also the huge classes per classroom.

In instructional planning, as education students, they are well aware of the literacy and drop-out rates of students in the schools where they are doing their field studies. They are also aware of self-care and self-care reliance as a value that is often taught inside the classroom. Also, the advances in technology leaves everyone no choice but to adopt digital citizenship, which is highly encouraged not just to students but to teachers as well.

In co-curricular planning, it is a must that they are aware of social issues such as social divide due to the political leanings, and brain drain due to socio-economics brought about by COVID19 adaptation. Families, friends, and the entire community are divided because of their chosen political candidates in the upcoming election. This normally happens all throughout the year but is highlighted when election is coming near. There is also the migration of Filipinos to other countries due to poverty and the lack of opportunities locally, most especially when COVID19 broke out.

An Educational Ethics Perspective in the Issues and Trends in Education that Students are Aware of

The figures that were discussed will establish the staging point in which the analysis and interpretation of the data that best explains the educational ethics perspective in the issues and trends in education that the students are aware of. Figure 10 shows the alignment of the responses with the issues and trends in educational planning, the types of educational planning, and the corresponding educational ethics as provided in the Code of Ethics for Professional Teachers.

As evident in the responses in the table that follows, awareness of issues and trends in educational planning points to a specific provision in educational ethics, which is a manifestation of an ethically inclined would-be-teacher in the near future.

In educational planning, this falls under administrative planning, such that the implementation of blended learning which includes online access must have considered the availability of gadgets and internet that can connect online. During the planning phase, surveys were handed out to find out the portion of the students who have internet connection and the gadget that can connect online.

In terms of the different types of learning mentioned by the education students in the study i.e. blended learning and the like, they all fall under academic or curricular planning because the design of the curriculum is implemented on a national level. The inclusion of this points out to the practice of an educational ethics specifically in Article IV Section 3, which states that "Every teacher shall participate in the Continuing Professional Education (CPE) program of the Professional

Regulation Commission, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive."

Recently in the global trends and issues, inclusive education and educational equity are gaining ground and getting the attention of the educational systems across the globe. Although budgetary support is quite a struggle with such bold ideas, they remain feasible in the bucket of solutions to impending situations that see daylight once in a while. Issues such as these are rightly discussed in institutional planning so that they may be included in the implementation in the years to come. Their inclusion in the institutional plan is itself an indication of a good practice of an educational ethic, specifically Article VIII Section 2 which states that "A teacher shall recognize that the interest and welfare of learners are of first and foremost concerns, and shall deal justifiably and impartially with each of them."

The issue about insufficient budget for education which in effect leads to lack in facilities and teacher shortage is addressed via administrative planning. After all, the administration is the one responsible for identifying such issues and addressing them as swiftly as possible to advert or perhaps limit the caused by lack or shortage of them. Members of the administrative planning, which are now included as the writing of this study, such as the representatives from the Guidance Office, the General Parent Teacher Association (GPTA), a teacher representative, student representative like the member Supreme Student Government (SSG), the school head, School-Based Management (SBM) coordinator, and parent representative. All the initiatives done be these people are indicative of education ethics as mentioned in Article VII Section 2, which states that "School officials, teachers, and other school personnel shall consider it their cooperative responsibility to formulate policies or introduce important changes in the system at all levels," and Article V Section 7 which states that "A teacher may apply for a vacant position for which he is qualified: provided that he respects the system of selection on the basis of merit and competence: provided, further, that all qualified candidates are given the opportunity to be considered."

In educational planning, the mention of drop-out rates were indicative of awareness of educational ethics Article VIII Section 1 which states that "A teacher has a right and duty to determine the academic marks and the promotions of learners in the subject or grades he handles, such determination shall be in accordance with generally accepted procedures of evaluation and measurement. In case of any complaint, teachers concerned shall immediately take appropriate actions, of serving due process." It is clear that teachers can do something to reduce if not prevent drop outs.

The last two rows under the issues and trends in educational planning that the students are aware of, with the exception of the drop-out rates were not in any way associated with any way in the list of educational ethics that the students are aware of. Percentage-wise, these educational ethics that the respondents are not familiar with is 62% compared to only 38% of those that they are familiar with.

Table 3

Issues and Trends in Educational Planning that Students are Aware of		Types of Educational Planning	Educational Ethics
• lack of gadgets	• internet connection problem	Administrative Planning	Article VIII, Section 9
• blended learning • personalized learning • experiential learning • adaptive learning • bite-sized learning	• gamification • socio-emotional learning • genius hour • STEAM curriculum	Academic or Curricular Planning	Article IV, Section 3
• inclusive education	• educational equity	Institutional Planning	Article VIII, Section 2
• budget for education • lack of facilities • teacher shortage		Administrative Planning	(Article VII, Section 2) (Article VII, Section 2) (Article V, Section 7)
• drop-out rate • literacy • self-care	• self-reliance • digital citizenship	Instructional Planning	Article VIII, Section 1 (Article IV, Section 2) Article VIII, Section 9 (Article VIII, Section 9) (Article IV, Section 2)
• social divide • brain drain	• COVID19 adaptation • socio-economics	Co-curricular Planning	(Article II, Section 1) (Article II, Section 2) (Article X, Section 1)

4. DISCUSSIONS

Implications of the Findings

Issues and trends in educational planning are gaining popularity not just to educators but to would-be-teachers as well. The recent changes in the school setting where the School Improvement Plan (SIP) is no longer a monopoly of the principal, but a concerted effort of the principal, representative of the Guidance Office, parent representative, General Parents-Teachers Association (GPTA) representative, School-Based Management (SBM) coordinator, and representative of the Supreme Student Government (SSG). As would-be-teachers, education students as early as possible in their college years, must be aware of the latest trends in educational planning, and be able to find the educational ethics that is associated with them.

This is rather important in the design of the curriculum as it sets the staging point at which education students transform into professional educators imbued with excellent ethical foundation. According to Edward Lee Thorndike's Law of Exercise, practice helps in increasing efficiency and durability of learning. [14] Therefore, is must be practices early on and on a regular basis. It can be integrated in the subjects without the additional burden of additional subjects. Perhaps seminars with direct or indirect implication to these topics will strengthen the retention of learning on these topics.

The result of this study may be used to further awareness of the issues and trends in educational planning on an educational ethics perspective to professional teachers in the practice of their profession. It could set a new standard in teaching as these ideas are not commonplace in any level or agency in education.

5. CONCLUSION

Seminars are the major source of information why students are aware of the issues and trend in educational planning. This is also the reason why they are most familiar with Article VIII Section 2 of the Code of Ethics for Professional Teachers. However, with only 38% of educational ethics that they can associate with the issues and trends in educational planning, it indicates that there is a lot of work to be done to keep them abreast with the profession that they have chosen.

Since seminars do take the lead in the source of information of students, it is only but important that these topics be given more attention since educational ethics is the heart of the teaching profession.

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