

ETHICAL TEACHING ACROSS GENERATIONS: FACULTY PRACTICES AND STUDENTS PERCEPTIONS IN UNIVERSITY IN MANDALUYONG

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ABSTRACT: This study, conducted at Jose Rizal University in Mandaluyong, investigates ethical teaching practices across generational cohorts among university faculty and how students perceive these practices. It specifically aimed to (1) identify generational differences in ethical practices, (2) examine the relationship between faculty demographics and ethical approaches, (3) assess alignment between students' perceptions and faculty self-reports, and (4) analyze the influence of generational traits and socio-cultural factors on ethical pedagogy. Employing a descriptive quantitative design, data were collected through researcher-made questionnaires from faculty and freshman students across five colleges using Slovin sampling. Statistical analyses, including weighted means, ANOVA, t-tests, and Spearman's correlation, were performed in SPSS. Results revealed that while generational teaching styles vary—Millennials favor inclusive, student-centered approaches—core ethical values are consistent. Students rated Millennials and Gen Z faculty most positively, while Baby Boomers were perceived as more authoritarian. A moderate, significant correlation ($r = 0.289$, $p = 0.012$) emphasizes consistent ethical modeling. Recommendations include faculty development, mentorship, and curricular revisions.

Keywords: ethical teaching, generational differences, student perceptions, student inclusivity and equity, higher education faculty

INTRODUCTION:

Ethical teaching in the digital age requires balancing innovation with equity, ensuring access to technology, protecting student data, and fostering digital citizenship to prevent issues like cyberbullying (Davies, 2021). As digital learning expands, educators face new challenges in sustaining fairness, respect for diversity, responsibility, integrity, and inclusivity. Ethical teaching also intersects with social justice by addressing systemic inequalities and advocating for marginalized students (Cochran-Smith et al., 2022). This includes promoting inclusivity and valuing classroom diversity (Ladson-Billings, 2020). Yet, little research explores how generational cohorts conceptualize and practice ethics in higher education.

The growth of online learning raises concerns about academic integrity, engagement, and accessibility (Greenhow & Chapman, 2020). However, limited studies examine how generational differences shape teaching ethics. Twenge (2017) notes that while digital learning reshaped higher education, research on generational teaching ethics is scarce. Ethical practices are also context-specific, with few cross-cultural comparisons (Patton, 2014), leaving gaps in understanding how Baby Boomers, Generation X, Millennials, and Gen Z approach ethical teaching.

This gap highlights the need to study whether generational factors influence faculty's ethical sensitivity, decision-making, and teaching practices. Research often generalizes findings without considering how demographics like age, socioeconomic status, and culture affect perceptions of ethical teaching (Deal, 2007; Twenge, 2017). Without this nuance, ethical teaching norms may fail to reflect diverse faculty and student needs.

Objective of the Study

To examine ethical teaching practices of faculty from different generational cohorts in Mandaluyong universities and analyze how undergraduates perceive these practices. Specifically, the study seeks to: Identify generational differences in faculty ethical teaching practices; Explore the relationship between faculty demographics and ethical practices; Assess alignment between faculty-reported and student-perceived ethical practices; Investigate the interplay of generational traits and socio-cultural influences.

The study is framed by Generational Theory (Strauss & Howe), which explains unique cohort values shaped by socio-historical contexts, and Vygotsky's Socio-Cultural Theory, which highlights learning through social interaction.

By examining generational differences, this research informs targeted faculty development and ethical guidelines. Insights from students' perceptions highlight how ethics affect engagement, trust, and learning experiences. Ultimately, understanding the intersection of generational and socio-cultural factors deepens perspectives on evolving ethical teaching and supports more equitable pedagogical approaches (Patterson, 2014).

Research Problem

Specifically, this research sought to answer the following questions:

1. What is the demographic profile of the faculty respondents in terms of:
 - 1.1 Year of birth
 - 1.2 Age
 - 1.3 Generational cohort
 - 1.4 Sex
 - 1.5 Course/s taught
 - 1.6 Years of teaching experience outside JRU
 - 1.7 Years of teaching experience in JRU
2. What are the current ethical teaching practices employed by faculty members from different generational cohorts in university settings in Manila in terms of:
 - 2.1 Fairness
 - 2.2 Respect
 - 2.3 Responsibility
 - 2.4 Integrity
 - 2.5 Inclusivity
 - 2.6 Professionalism
3. What is the undergraduate students' perceptions on the ethical teaching practices of their professors from different generational cohorts such as:
 - 3.1 Baby Boomers
 - 3.2 Generation X
 - 3.3 Millennials
 - 3.4 Generation Z
4. Is there a significant difference between the profile of the faculty members and the ethical teaching practices?
5. Is there a significant relationship between the students' perception and ethical teaching practices?
6. Based on the need assessment, what recommendation may be proposed?

Hypothesis of the Study

H1: There is no significant difference between the profile of the respondents and the ethical teaching practices.

H2: There is no significant relationship between the students' perception and ethical teaching practices.

LITERATURE REVIEW

Ethical Teaching Practices

The National Education Association (NEA) defines ethical teaching as a method that combines fairness, respect, responsibility, integrity, inclusivity, and professionalism to foster learning and personal growth. Different studies define each principle of ethical teaching:

Fairness

Fairness in education involves ensuring equitable treatment of all students, providing equal learning opportunities, applying unbiased grading, accommodating diverse learning needs, and promoting student success (Noddings, 2015). Research shows that fairness-focused teaching enhances student trust and satisfaction, leading to improved academic engagement and performance (Gupta & Wagh, 2019). Furthermore, fair instructional practices create more equitable outcomes for diverse learners (Lee, 2021), and support student retention and success through accessible and inclusive online learning materials (Sharma, 2022).

Generational differences influence how fairness is practiced in the classroom. For instance, older educators often prioritize strict rubrics and traditional grading methods, focusing on consistency and objective evaluation to uphold academic rigor (Wang, 2016) and are sometimes viewed as rigid, younger instructors are often perceived as more understanding and responsive to individual circumstances where in these contrasting approaches affect student perceptions (Jones & Shao, 2019).

Respect

Respect in teaching involves acknowledging students' dignity, worth, and contributions while fostering a safe environment for open expression and valuing diverse perspectives (Tronto, 2013). Research demonstrates that respect-centered ethical teaching improves student engagement and academic performance by creating positive, supportive classroom environments (Johnson & Smith, 2020) and enhancing student self-esteem through constructive, respectful communication and feedback (Nguyen, 2022). Moreover,

respectful teaching practices promote collaboration and reduce conflict, contributing to a harmonious learning atmosphere (Perez & Williams, 2022).

Integrating respect into curriculum design and teaching methods is also crucial for inclusivity, ensuring that students from diverse backgrounds feel valued and represented (Zhang, 2019). To support these outcomes, teacher training focused on respectful classroom strategies has proven effective in strengthening classroom management and fostering positive educator-student relationships (Thompson & Lee, 2023).

Generational differences shape approaches to respect in teaching. Older faculty members often emphasize formal communication and maintain clear hierarchical boundaries to reinforce authority and professionalism in the classroom (Taylor, 2015). In contrast, younger educators tend to adopt more informal, student-centered approaches that prioritize student voice, shared decision-making, and inclusive participation (Lopez & Harper, 2018). As a result, students often feel more heard and respected in classrooms led by younger instructors, where collaborative and inclusive learning environments are more common (Garcia & Hooper, 2020).

Responsibility

Responsibility-focused ethical teaching emphasizes educators' roles as professional role models who prepare thoroughly, uphold high teaching standards, and remain accountable for both their actions and their students' well-being and development (Ballová Mikušková, 2023). Research strengthens academic integrity and personal accountability (Harris & Patel, 2020). These practices contribute to increased student motivation, academic performance, personal growth (Taylor & Kim, 2023), and the development of problem-solving skills necessary for managing complex tasks (Jones & Lee, 2021).

Generational differences also shape how responsibility is approached in the classroom. Older educators often focus on maintaining authority and directing the learning process, whereas younger teachers tend to cultivate collaborative environments that encourage shared responsibility between students and teachers (Ballová Mikušková, 2023). Research shows that when responsibility is shared, students experience greater ownership of their learning, improved academic achievement, and stronger trust in their educators (Exploring workplace relationships and retention among multigenerational teachers, 2024).

Integrity

Teaching with integrity means upholding academic standards, preventing plagiarism, and providing honest, transparent feedback to students (Whitehead & Aviles, 2018). Research shows that integrity-focused teaching enhances students' commitment to academic honesty, strengthens their critical thinking and ethical decision-making skills, and fosters a culture of trust and respect in the classroom (Lewis & Nelson, 2022). This trust not only improves student-teacher relationships but also reduces academic misconduct, as students are more likely to adhere to ethical standards when guided by clear, integrity-driven feedback (Parker & Wilson, 2023). Therefore, integrating integrity-centered strategies into professional development is essential for promoting ethical teaching practices and sustaining academic excellence (Ballová Mikušková, 2023).

Inclusivity

Research consistently shows that inclusivity-focused strategies foster critical thinking, and cultivate culturally responsive classrooms (Martinez & Thompson, 2022). These approaches also contribute to higher student satisfaction, reduced achievement gaps (Harris & Zhao, 2020). Importantly, professional development programs that prioritize inclusivity are essential in equipping educators with the skills to create supportive, equitable learning environments for diverse learners (Kim & Patel, 2021).

Professionalism

Professionalism in education involves maintaining clear boundaries, adhering to ethical standards, engaging in ongoing professional development, fostering respectful relationships with colleagues, and contributing positively to the educational community (Ballová Mikušková, 2023). Research shows that educators who apply professional ethics codes demonstrate greater trustworthiness and credibility with students (Parker & Morrison, 2019), while continuous professional development (CPD) focused on ethical decision-making and reflective practice helps teachers stay current with best practices and uphold high ethical standards (Thompson & West, 2020; Exploring workplace relationships and retention among multigenerational teachers, 2024). Additionally, strong mentorship and ethical leadership support educators in navigating ethical dilemmas and reinforce professional collaboration (Johnson & Smith, 2021).

Generational Differences

Generational differences significantly shape educators' perceptions and practices regarding ethical teaching, particularly in areas such as AI, remote learning, cultural responsiveness, and social justice. Holmes et al. (2021) highlight that younger educators, such as Millennials and Generation Z, are generally more accepting of AI integration in education but remain cautious about ethical issues like bias and student privacy. In contrast, older generations (Baby Boomers and Generation X) tend to be more skeptical of AI, emphasizing the importance of human oversight and adherence to traditional ethical norms. Similar generational divides are evident in attitudes toward remote learning, with younger faculty prioritizing digital accessibility and academic integrity, while older educators often favor more conventional in-person methods (Holmes et al., 2021). Younger educators actively integrate equity, diversity, and inclusion into their teaching, viewing culturally responsive pedagogy as a core ethical responsibility (Ladson-Billings, 2020). They frequently address systemic injustices and advocate for marginalized students, making social justice central to their

professional ethics (Cochran-Smith et al., 2022). These differences influence student perceptions, with younger faculty often seen as more skilled at ethically integrating technology and fostering inclusive learning environments (Davis & Rose, 2021; Johnson & Bialik, 2023).

Research suggests that faculty trained in contemporary pedagogies are more likely to implement culturally responsive strategies that engage diverse student populations (Harper & Simmons, 2020), while heightened ethical awareness among younger educators increases student engagement and satisfaction (Clark & Smith, 2022). These generational variations underscore the importance of developing culturally responsive and ethically informed teaching approaches across all age groups to promote equity and inclusivity in higher education (Ladson-Billings, 2020; Cochran-Smith et al., 2022).

Recognizing these differences is essential for addressing current ethical challenges, such as the use of AI and digital technologies in education (Howard & Davies, 2021).

THEORETICAL FRAMEWORK

This study used Generational Theory and Vygotsky's Socio-Cultural Theory as its framework. Generational Theory, popularized by Strauss and Howe, suggests each generation develops unique characteristics, values, and attitudes shaped by socio-cultural and historical contexts, influencing worldview, behaviors, ethics, and teaching styles. It emphasizes how historical events and cultural shifts affect educators' methods and ethical principles, as well as how students perceive them. Ethical teaching varies across generations: Baby Boomers often stress hard work and authority, while Millennials and Generation Z value sustainability, social justice, and diversity shaped by globalization and technology. The theory also explains student responses: some find authority-based practices outdated but welcome inclusive approaches, showing how teacher-student gaps can be addressed through supportive, ethical learning environments. Vygotsky's Socio-Cultural Theory adds that learning is shaped by social interactions and experiences. Thus, beyond generational traits, ethical teaching develops through adapting to student needs, experiences, and contexts. For instance, instead of labeling Gen Z as valuing "inclusivity" and Baby Boomers as valuing "authority," Vygotsky's theory highlights that ethics in teaching shift with social context.

Conceptual Framework

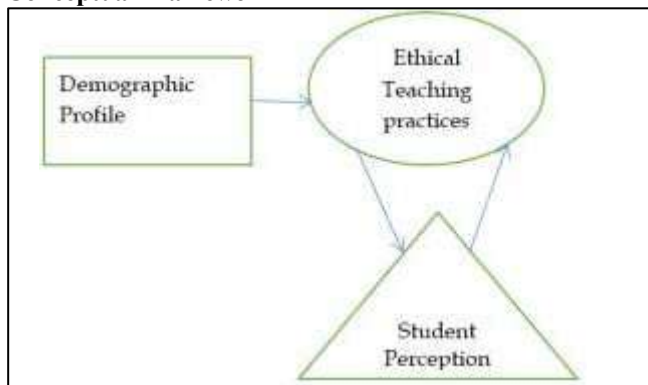


FIGURE 1 Generational and Socio-Cultural Influences on Ethical Teaching

Figure 1 shows how Generational Theory and Socio-Cultural Theory frame this study. First, teachers' demographic profiles influence ethical teaching practices. Generational Theory explains differences across cohorts due to distinct values and behaviors, while Socio-Cultural Theory highlights that ethics evolve through social interaction, mentorship, collaboration, and institutional culture. Second, teachers' socio-cultural and historical contexts shape their ethical practices, which in turn influence students' perceptions. Third, teaching practices aligned with students' beliefs foster supportive environments, enhance learning, and promote well-being. Student feedback significantly impacts teachers' ethical practices by identifying gaps and guiding refinement, helping teachers ensure their actions align with ethical standards and student expectations.

METHODOLOGY

Research Design

This study used a descriptive quantitative design to measure and analyze ethical teaching practices, examine differences across generational cohorts, and explore their relationship with students' perceptions.

Research Locale

This study was conducted at Jose Rizal University, 80 Shaw Blvd, Mandaluyong, 1552 Metro Manila, Philippines.

Participants of the Study & Sampling Technique

The participants of the study were undergraduate faculty members and freshman students from five colleges: the College of BSN (Bachelor of Science in Nursing), College of EAS (Education, Arts & Sciences), College

of CJE (Criminology & Justice Education), College of CSE (Computer Science & Engineering), and College of HTM (Hospitality & Tourism Management) at Jose Rizal University.

Faculty eligibility required employment in SY 2024–2025 as permanent, fixed-term, or part-time with at least one year of teaching at JRU. Students had to be regular freshmen from BSN, EAS, CJE, CSE, or HTM. Excluded were faculty on leave, graduate school faculty, and those from other colleges, as well as irregular or graduate students. Participation was voluntary, with the right to withdraw anytime, and withdrawn data were excluded from analysis. Slovin sampling was used to ensure a manageable yet accurate sample size.

Research Instrument

This study used a researcher-made questionnaire to determine teaching practices and students' perceptions. The questionnaire was in English and consisted of 23 statements for faculty ethical teaching practices and 23 statements for students' perceptions.

The interpretations and descriptive meaning for ethical teaching practices were labelled as: .51-5.00 (Always); 3.51-4.50 (Often); 2.51-3.50 (Sometimes); 1.51-2.50 (Rarely); 1.00-1.50 (Never).

The interpretations and descriptive meaning for students' perceptions were labelled as: 35-54.99 (Very High Perception); 25-34.99 (High Perception); 15-24.99 (Moderate Perception); 5- 14.99 (Low Perception); 4.99 and below (Very Low Perception).

For the student perception survey, cohorts were coded as: Baby Boomer = 1, Gen X = 2, Millennials = 3, Gen Z = 4. The questionnaire covered faculty demographics, ethical teaching practices, and student perceptions, validated by experts. A pilot test with 30 participants yielded a Cronbach's alpha for reliability. The results indicate that the items in the survey questionnaire of this study exhibit high consistency with one another, demonstrating excellent internal consistency, and are therefore deemed acceptable for use.

Data Collection

In line with ethical guidelines, researchers obtained consent from the JRU director of the research department. The researchers then sent a formal request to the Head of the Human Resource Department (HRD) to obtain the email addresses of faculty members who would serve as participants in the study. Additionally, the researchers contacted the school dean via email to request their endorsement. With the dean's endorsement and the email addresses provided by the HRD, the researchers sent an invitation letter via email to the potential participants. Once an invitation was accepted, the participants chose to "click" the agree or disagree link for the informed consent. Once agreed, the participants were redirected to the survey questionnaire. If they disagreed, they exited. The survey was designed to be completed within 7-10 minutes.

Analysis, Treatment, & Interpretation of Data

Data analysis used: SOP 1 – frequency and percentage distribution; SOP 2 – weighted mean for ethical practices; SOP 3 – frequency and percentage distribution; SOP 4 – ANOVA for demographic profile (except sex) and t-test for sex; SOP 5 – Spearman's rank correlation for student perceptions and teacher practices. All analyses were done in SPSS, with results presented in tables with verbal interpretation.

Study Limitation & Delimitation

The study focused on faculty and students from five JRU colleges (BSN, EAS, CJE, CSE, HTM), excluding other colleges, graduate schools, irregular students, and those on leave. This limited generalizability to the wider university population. External factors such as policy changes, societal attitudes, and personal experiences may have influenced results. Conducted in a single university, findings reflect a specific context and may not apply to other institutions.

Ethical Considerations

Participation was voluntary, with the right to withdraw anytime without consequences; withdrawn data was excluded. Privacy and confidentiality were upheld under the Privacy Act 2012 and NEGHR 2022. Consent covered the full project, with renewal required for major changes. Participants could access, correct, or withdraw their data. Survey data was stored securely on a password-protected system, accessible only to the researcher.

The researchers reported no conflicts of interest and had no financial, personal, or professional interests that could affect the study's results. They committed to conducting all research activities with objectivity and integrity and promptly disclosed and addressed any potential conflicts in line with ethical guidelines.

Managing Risks

Participants may have experienced minor discomfort due to added workload. To mitigate risks, informed consent explained the study's purpose, rights, and possible risks. Participation was voluntary, with the option to withdraw anytime without penalty. Confidentiality, data handling, and participants' rights were fully outlined.

RESULTS AND DISCUSSION

1. What is the demographic profile of the faculty respondents in terms of:

The data for the year of birth distribution of the respondents reflects a workforce composed of both experienced educators and younger professionals. The majority were born between 1980 and 1999 (52.0%), indicating a strong presence of Millennials and younger Generation X or older Generation Z faculty. A

significant number of respondents were also born between 1960 and 1979 (40.0%), representing a core group of mid- to late-career professionals. Meanwhile, a small portion of the respondents—those born before 1960 (8.0%)—likely serve as senior faculty or mentors.

The age range of respondents, reflecting generational diversity. Most are 30–39 years old (29.3%), indicating many early- to mid-career educators. A large group is 40–59 (40%), while 12.0% are 70–79, showing senior academics' continued involvement. The youngest group is 20–29 (10.7%).

The generational profile of the respondents reveals a diverse and multi-generational teaching workforce. The majority of participants belong to the Millennial generation, making up 44.0% of the total. This indicates that a large portion of the respondents are relatively young educators. Following closely are members of Generation X, who comprise 36.0% of the sample. These individuals are generally in the mid-point of their careers. Baby Boomers represent 13.3% of the respondents. Meanwhile, Generation Z accounts for 6.7%, suggesting that a small but emerging group of early-career educators is beginning to enter the profession.

The gender indicates a larger percentage of females (58.7%) over males (41.3%).

The results show that the respondents in the study came from a wide range of academic disciplines, reflecting the diverse teaching landscape within the university. A significant portion, comprising 33.3% of the participants, were teaching courses under the Social Sciences and Humanities, indicating a strong representation from fields that often engage with social, cultural, and behavioral topics. This was followed by Education, with 16.0% of the respondents. Other fields were also represented, albeit in smaller numbers. Science and Health Sciences accounted for 12.0%, while Languages and Communication made up 9.3%. Courses related to Psychology, Business and Economics, and Multidisciplinary or Interdisciplinary fields each contributed 8.0%. The Computer and Technology was represented by 4.0% of respondents, and Law and Governance had the least representation, with only 1.3%.

The respondents' profiles in terms of teaching experience outside JRU reveal a faculty body rich in professional experience. A majority—61.3%—have more than 10 years of teaching experience in other institutions. A substantial number of respondents (38.6%) have 0 to 10 years of experience outside JRU, indicating a mix of newer and moderately experienced faculty who may be at earlier stages of their careers or transitioning from other sectors.

The teaching workforce at JRU is composed largely of newer faculty members, with over half (58.7%) having five years or less of teaching experience at the university. On the other hand, 41.3% of the respondents have been teaching at JRU for more than five years, including a core group (18.7%) with over 16 years of service.

2. What are the current ethical teaching practices employed by faculty members from different generational cohorts in university settings in Manila?

TABLE 1 Ethical Teaching Practices

Item #		Interpretations And Descriptive Meaning			
	Fairness	Baby Boomer	Generation X	Millennial	Generation Z
1	I organize small group discussions for student participation.	3.90 often	4.37 Often	4.40 often	4.06 Often
2	I encourage open sharing of perspectives.	4.60 Always	4.74 Always	5.00 Always	4.67 Always
3	I give constructive feedback and encouragement.	4.70 Always	4.59 Always	4.80 Always	4.67 Always
Respect					
4	I acknowledge students' efforts and contributions.	4.70 Always	4.89 Always	5.00 Always	4.73 Always
5	I listen to and value students' ideas.	4.80 Always	4.85 Always	5.00 Always	4.76 Always
6	I ensure participation in events/projects is affordable.	4.60 Always	4.63 Always	4.60 Always	4.61 Always

7	I facilitate group work and hands-on activities.	4.60 Always	4.70 Always	5.00 Always	4.55 Always
8	I use respectful language with students.	4.80 Always	4.96 Always	4.80 Always	4.85 Always
9	I model ethical behavior, including honesty and respect.	5.00 Always	4.93 Always	5.00 Always	4.85 Always
Responsibility					
10	I state lesson objectives clearly.	4.90 Always	4.81 Always	4.80 Always	4.79 Always
11	I prepare clear assessments for each topic.	4.80 Always	4.85 Always	5.00 Always	4.73 Always
12	I check in on students' workload and well-being.	4.80 Always	4.70 Always	4.80 Always	4.52 Always
13	I monitor students' progress and adjust teaching accordingly.	4.70 Always	4.70 Always	4.60 Always	4.55 Always
14	I prepare easy-to-follow instructional materials.	5.00 Always	4.85 Always	5.00 Always	4.79 Always
Integrity					
15	I teach academic honesty and citation practices.	4.80 Always	4.81 Always	5.00 Always	4.76 Always
16	I explain consequences of academic dishonesty.	5.00 Always	4.81 Always	5.00 Always	4.67 Always
17	I address academic misconduct when it occurs.	5.00 Always	4.85 Always	5.00 Always	4.70 Always
18	I enforce academic integrity using university policies.	5.00 Always	4.85 Always	5.00 Always	4.70 Always
Inclusivity					
19	I promote positive student interactions.	5.00 Always	4.96 Always	5.00 Always	4.73 Always
20	I set clear behavior boundaries and expectations.	4.90 Always	4.85 Always	5.00 Always	4.79 Always
Professionalism					
21	I show respect in all interactions..	5.00 Always	4.96 Always	5.00 Always	4.82 Always
22	I keep conversations appropriate to the educational context.	5.00 Always	4.89 Always	5.00 Always	4.70 Always
23	I focus discussions on academic and professional topics.	4.90 Always	4.81 Always	4.60 Always	4.70 Always

Table 1 shows Baby Boomers scored moderately on fairness (3.90–4.70), excelling in encouragement and feedback but lowest in small group facilitation, reflecting lecture-based tendencies (Wang, 2016; Lee, 2021). While these practices demonstrate a form of fairness rooted in consistency and clarity, they may underemphasize participatory structures, which are essential for promoting equitable engagement in diverse classrooms (Lee, 2021). Generation X (4.37–4.74) balanced structure with openness, integrating traditional and progressive methods (Taylor, 2015; Jones & Shao, 2019). Millennials (4.40–5.00) were the most fairness-oriented, promoting open discussion and inclusive pedagogy (Lopez & Harper, 2018; Ladson-

Billings, 2020). Gen Z (4.06–4.67) emphasized discussion and feedback but showed weaker small group facilitation, consistent with their limited teaching experience and reliance on digital tools (Holmes et al., 2021). Across cohorts, feedback and open expression were consistently strong (Johnson & Smith, 2020; Nguyen, 2022), while group work was less practiced, especially among Boomers and Gen Z (Garcia & Hooper, 2020). Overall, fairness supported trust, equity, and student development (Sharma, 2022; Perez & Williams, 2022). Therefore, faculty who integrate fairness through honest dialogue and substantive feedback promote learning environments that are equitable, courteous, and challenging.

In terms of Respect, the results show uniformly high ratings across generations (means > 4.5, “Always”), confirming respect as a core ethical principle in teaching. Millennials scored highest, excelling in recognizing student efforts, listening, and leading group work. Generation X emphasized respectful communication, while Baby Boomers and Generation Z showed equally strong but slightly lower commitment.

These findings support research identifying respect as central to inclusive classrooms (Tronto, 2013; Johnson & Smith, 2020). Respectful practices—acknowledging contributions, using respectful language, ensuring participation without costly materials—enhance engagement, performance, and fairness (Nguyen, 2022; Perez & Williams, 2022; Noddings, 2015). Faculty commitment to considering students’ financial limits reflects fairness and equity (Gupta & Wagh, 2019; Lee, 2021).

Generational differences also emerged. Baby Boomers stressed formality and authority (Taylor, 2015), while Millennials and Gen Z favored student-centered, collaborative approaches (Lopez & Harper, 2018; Garcia & Hooper, 2020). Millennials led in group facilitation and active learning (Ballová Mikušková, 2023), with higher self-reported honesty and respect (Clark & Smith, 2022). Gen X’s strength in respectful communication aligns with research on clear, considerate interaction for reducing conflict (Perez & Williams, 2022). Ethical teaching varies by generation but consistently upholds respect, fairness, and inclusivity, shaped by contemporary challenges such as digital learning and AI (Holmes et al., 2021; Ladson-Billings, 2020).

In terms of Responsibility, the results indicate uniformly high ratings (4.5–5.0, “Always”) across all generations, underscoring responsibility as a core ethical principle in teaching. Baby Boomers slightly lead in discussing clear lesson objectives (4.90), reflecting their preference for structured, goal-oriented pedagogy (Wang, 2016; Taylor, 2015). Generation X, Millennials, and Generation Z also rate high (~4.8), supporting research that transparency in objectives enhances motivation and clarity (Noddings, 2015; Johnson & Smith, 2020).

Millennials’ perfect score of 5.00 in preparing clear assessments highlights their commitment to well-structured, student-centered evaluations (Jones & Shao, 2019; Clark & Smith, 2022). High though slightly lower scores from Generation X (4.85), Baby Boomers (4.80), and Generation Z (4.73) confirm broad institutional commitment to fair assessment (Gupta & Wagh, 2019; Sharma, 2022). Baby Boomers and Millennials (4.80) also excel in regular check-ins, supporting caring pedagogy that prioritizes well-being (Nguyen, 2022; Taylor & Kim, 2023). Though slightly lower, Generation Z’s 4.52 still reflects growing attention to student care (Harper & Simmons, 2020).

These findings echo the NEA framework situating responsibility alongside fairness, respect, integrity, inclusivity, and professionalism. Generational differences mirror broader trends: older educators value structured approaches, while younger cohorts emphasize collaboration and student-centered practices (Ballová Mikušková, 2023; Exploring workplace relationships and retention among multigenerational teachers, 2024). This diversity enriches teaching by balancing consistency with innovation and highlights the need for professional development responsive to generational perspectives, evolving student needs, and technological change (Holmes et al., 2021; Ladson-Billings, 2020).

In terms of Integrity, table 1 shows that Baby Boomers, Generation X, Millennials, and Generation Z consistently uphold integrity as a core ethical teaching principle, all falling within the “Always” range on indicators such as academic honesty, addressing misconduct, and implementing institutional policies. This reflects a deeply ingrained culture of integrity in university pedagogy. Millennials scored highest (5.00), aligning with findings that younger educators emphasize transparency, accountability, and student-centered approaches guided by modern pedagogies integrating reflection, social responsibility, and digital ethics (Lewis & Nelson, 2022; Clark & Smith, 2022; Ballová Mikušková, 2023).

Baby Boomers and Generation X also demonstrated strong adherence, with Boomers’ near-perfect scores reinforcing their traditional, rule-based emphasis on standards and consistency (Taylor, 2015; Whitehead & Aviles, 2018). Generation X blended traditional enforcement with adaptive strategies, bridging older and younger pedagogies (Ballová Mikušková, 2023). Generation Z, though slightly lower (4.67–4.76), still reflected “Always” adherence, shaped by digital integrity awareness, inclusivity, and student-centered care, though sometimes with softer application of rules (Johnson & Bialik, 2023; Holmes et al., 2021).

Despite generational nuances—from Baby Boomers’ consistency to Millennials’ proactive stance and Gen Z’s progressive flexibility—the shared commitment ensures trust, respect, and reduced misconduct (Parker & Wilson, 2023). These findings highlight that JRU’s ethical practices are deeply rooted yet adaptive, with each generation contributing to a reliable academic climate. As challenges like AI, remote learning, and digital ethics emerge, such generational insights can guide targeted professional development (Howard & Davies, 2021; Ladson-Billings, 2020).

Table 1 indicates that in terms of Inclusivity, all generational cohorts—Baby Boomers, Gen X, Millennials, and Gen Z—consistently uphold inclusivity in ethical teaching, particularly in fostering positive student interactions and setting clear behavioral expectations. Baby Boomers and Millennials scored a perfect 5.00 on promoting respectful classroom interactions, while Gen X (4.96) and Gen Z (4.73) also reflected strong inclusivity. Similarly, all cohorts scored in the high 4s to 5.00 range on establishing behavioral boundaries, underscoring shared professionalism and respect.

These findings align with literature emphasizing inclusivity as a pillar of ethical teaching (Martinez & Thompson, 2022). Baby Boomers and Gen X emphasize structured boundaries, reflecting professionalism and hierarchy (Taylor, 2015), while Millennials and Gen Z adopt student-centered, culturally responsive approaches rooted in equity and social justice (Lopez & Harper, 2018; Ladson-Billings, 2020). Gen Z's slightly lower scores may reflect their developing professional identity, though their collaborative, tech-driven approaches align with Davis & Rose's (2021) observation that younger educators excel in fostering inclusive environments. Inclusivity is deeply ingrained across generations, with older cohorts contributing structure and younger ones advancing diversity and student voice—creating a balanced, progressive model of ethical pedagogy in higher education.

In terms of Professionalism, the results indicate that all faculty generations—Baby Boomers, Gen X, Millennials, and Gen Z—demonstrate strong professionalism in ethical teaching, particularly in respect, communication, and academic focus. Baby Boomers and Millennials scored a perfect 5.00 on respectful interactions and proper communication, with Gen X close behind (4.96, 4.89). Gen Z, though slightly lower (4.82, 4.70), remained within the “Always” range. On keeping discussions academic, Baby Boomers led (4.90), followed by Gen X (4.81), Gen Z (4.70), and Millennials (4.60). These minor drops among younger cohorts suggest a shift toward more casual, student-centered interaction that still supports inclusivity through openness and accessibility (Lopez & Harper, 2018; Garcia & Hooper, 2020).

The literature affirms that professionalism fosters inclusivity by combining ethical boundaries with supportive, equitable environments (Ballová Mikušková, 2023). Professionalism is further strengthened by training and mentorship (Thompson & West, 2020), which younger educators often integrate with culturally responsive and justice-oriented practices (Harper & Simmons, 2020; Ladson-Billings, 2020). While Baby Boomers and Gen X maintain more structured, authority-driven professionalism (Taylor, 2015), Millennials and Gen Z emphasize relational, participatory approaches (Cochran-Smith et al., 2022; Davis & Rose, 2021). Together, these patterns highlight generational balance: older cohorts uphold consistency and structure, while younger ones expand professionalism into inclusivity and student voice.

3. What is the undergraduate students' perceptions on the ethical teaching practices of their professors from different generational cohorts?

Students' Perceptions in Baby Boomers

The results revealed (see appendix C) that students rated Baby Boomer faculty very low (4.78%) in ethical teaching practices, particularly on student-centered ethics such as fostering inclusive discussions (2.85%), valuing participation (4.11%), and exploring perspectives (3.80%). While they scored slightly higher on academic integrity (e.g., honesty at 6.01%), they were seen as less responsive in creating inclusive, respectful, and compassionate spaces.

These results align with research showing older educators often rely on traditional, standardized, and hierarchical methods (Wang, 2016; Taylor, 2015), which may conflict with students' preference for collaborative, inclusive approaches (Lopez & Harper, 2018). Students also noted weak support in monitoring progress (4.11%) and encouragement (2.85%), highlighting limited shared accountability and empowerment. Although Baby Boomers enforce integrity and institutional norms (Ballová Mikušková, 2023; Whitehead & Aviles, 2018), their low inclusivity ratings reveal a gap in contemporary ethical pedagogy, where fairness, respect, and student voice are central (Noddings, 2015; Tronto, 2013). Studies confirm that inclusive practices improve outcomes and satisfaction (Martinez & Thompson, 2022; Harris & Zhao, 2020), yet younger generations of faculty are more aligned with these values through culturally responsive and participatory teaching (Ladson-Billings, 2020; Holmes et al., 2021).

Students' Perceptions in Generation X

The results show that Generation X educators scored an average of 18.64%, reflecting consistent but unexceptional ethical practice (see appendix D). Literature describes them as structured and professional but often limited by traditional frameworks (Wang, 2016; Taylor, 2015). Moderate ratings in respectful communication (16.46%), student voice (19.62%), and ethical enforcement (21.52%) suggest reliability without transformative impact, aligning with Tronto (2013) and Johnson & Smith (2020).

While they scored higher on behavior-related items (e.g., misconduct enforcement), low ratings on academic honesty (14.87%) reveal a focus on rule enforcement over ethical reasoning (Whitehead & Aviles, 2018; Lewis & Nelson, 2022). Fairness indicators, such as assessment (18.57%) and participation (17.41%), show structured consistency but limited adaptability, echoing Noddings (2015) and Gupta & Wagh (2019).

Responsibility is asserted through authority and control (Ballová Mikušková, 2023), which fosters professionalism but can feel rigid to students. Inclusivity ratings show attempts at participation but fall short of culturally responsive pedagogy (Zhang, 2019; Kim & Patel, 2021). Overall, while Generation X educators

uphold professional standards, they remain less responsive to diversity, technology, and student-centered practices without institutional support (Holmes et al., 2021; Cochran-Smith et al., 2022).

Students' Perceptions in Millennials

The results revealed that the students rate Millennial instructors' ethical teaching practices highly ($M = 46.58\%$), reflecting inclusive, respectful, and responsible environments. Strongest areas include positive feedback (51.58%), group discussions (50.32%), and low-cost participation (49.37%), indicating student-centered approaches (NEA, n.d.) (see appendix E). Fairness is evident in clear assessment and equal opportunities, consistent with Gupta & Wagh (2019), while respectful communication (44.62–45.89%) supports findings that respect enhances engagement (Johnson & Smith, 2020; Nguyen, 2022).

Millennial professors also emphasize academic integrity (43.67–49.37%), aligning with Whitehead & Aviles (2018) and Parker & Wilson (2023) on fostering honesty and ethical decision-making. While handling misconduct and boundary-setting scored slightly lower, ratings remain high, reflecting professionalism (Ballová Mikušková, 2023; Thompson & West, 2020).

Generationally, Millennials prefer informal, inclusive, and student-centered pedagogy (Lopez & Harper, 2018; Taylor, 2015), fostering collaboration and safe dialogue. This aligns with Garcia & Hooper's (2020) findings that younger educators enhance engagement by valuing student voices. Their integration of inclusivity and social justice (Ladson-Billings, 2020; Cochran-Smith et al., 2022) and responsiveness to digital equity and online integrity issues (Holmes et al., 2021) further explain high perceptions of accessibility and fairness.

Students' Perceptions in Generation Z

The students hold very high perceptions of ethical teaching among Generation Z instructors ($M = 30.00\%$) (see appendix F). These young professors are viewed as respectful, inclusive, and integrity-driven, promoting open discussions and valuing student opinions. Respectful communication (35.13%) ranked highest, supporting claims that respect fosters engagement, self-esteem, and safe learning climates (Johnson & Smith, 2020; Nguyen, 2022). Honesty and academic integrity (31.51%) further affirm their integrity-centered teaching, consistent with findings that integrity enhances trust and ethical decision-making (Lewis & Nelson, 2022; Parker & Wilson, 2023).

Students also noted Gen Z instructors' efforts to lower financial barriers and track progress, reflecting fairness and responsibility, which strengthen trust and accountability (Noddings, 2015; Gupta & Wagh, 2019; Sharma, 2022; Ballová Mikušková, 2023). Generationally, younger faculty adopt informal, student-centered, and inclusive methods (Lopez & Harper, 2018), aligning with students' positive perceptions of collaborative and open learning. Literature likewise notes Gen Z educators' embrace of culturally responsive pedagogy, social justice, and technology integration (Ladson-Billings, 2020; Cochran-Smith et al., 2022; Holmes et al., 2021), which reinforces their strong ethical teaching reputation.

4. Is there a significant difference between the profile of the faculty members and the ethical teaching practices?

TABLE 2 Difference between the Demographic Profile and the Ethical Teaching Practices

Demographic Profile	(F/t)-Value	Value Sig.	Interpretation
Year	F=1.010	.465	Not significant
Age	F=.987	.490	Not significant
Generational Cohort	F=.872	.616	Not significant
Teaching Experience In JRU	F=1.510	.119	Not significant
Teaching Experience Outside JRU	F=1.316	.212	Not significant

Table 2 shows that demographic variables, including generation and teaching experience, had no significant effect on faculty's ethical teaching practices. This challenges assumptions that Baby Boomers, Gen X, Millennials, and Gen Z differ in values and methods (Wang, 2016; Jones & Shao, 2019). Instead, findings suggest a cohesive institutional culture that promotes fairness, respect, responsibility, and inclusivity across all cohorts, aligning with NEA's ethical teaching framework.

While literature notes generational contrasts—older educators stressing objectivity and boundaries, younger faculty favoring flexibility and collaboration (Lopez & Harper, 2018; Garcia & Hooper, 2020)—these differences did not manifest significantly in this study. Experience also showed no association, echoing Ballová Mikušková (2023), who argues ethical practice stems more from professional development and shared institutional standards than tenure.

The findings point to the importance of faculty development programs focusing on universal ethical frameworks rather than age or experience. Future research should examine non-demographic factors such as culturally responsive pedagogy (Ladson-Billings, 2020; Cochran-Smith et al., 2022), digital ethics (Holmes et al., 2021; Davis & Rose, 2021), disciplinary context, and institutional climate (Parker & Morrison, 2019; Thompson & West, 2020).

Table 3 Difference between Sex and Ethical Teaching Practices

Ethical Teaching Practices	Laverne's Sig.	t	df	Sig. (2-tailed)	Mean Diff.	95% Confidence Interval of the Difference	Interpretation
Fairness	.514	.636	73	.526	.144	-0.308 to 0.597	Not significant
Respect	.007	1.636	73	.109	.159	-0.037 to 0.355	Not significant
Responsibility	.145	.617	71.98	.539	.109	-0.243 to 0.462	Not significant
Integrity	.001	1.934	56.12	.058	.231	-0.008 to 0.470	Not significant
Inclusivity	.024	1.346	69.26	.183	.176	-0.085 to 0.437	Not significant
Professionalism	.003	1.758	56.34	.084	.208	-0.029 to 0.445	Not significant

The t-test results showed no significant sex-based differences in the six ethical teaching dimensions—fairness, respect, responsibility, integrity, inclusivity, and professionalism. Integrity ($p = .058$) and professionalism ($p = .084$) approached significance but remained above the 0.05 threshold, confirming that sex does not determine ethical teaching behaviors. Mean differences were minimal, and confidence intervals crossed zero, reinforcing that ethical practice reflects shared professional norms rather than demographic traits (NEA, 2021).

Research supports this view: fairness, respect, and responsibility are upheld through institutional standards, teacher preparation, and professional development (Noddings, 2015; Gupta & Wagh, 2019; Tronto, 2013; Ballová Mikušková, 2023). Integrity and professionalism, while trending toward significance, are likewise shaped by institutional codes of conduct and training rather than gender (Whitehead & Aviles, 2018; Thompson & West, 2020). Inclusivity, central to ethical teaching, is similarly policy-driven and consistently practiced across faculty, independent of sex (Harris & Zhao, 2020; Kim & Patel, 2021).

These findings affirm that ethical teaching is a professional norm, not a gendered act, consistent with Garcia & Hooper (2020), Martinez & Thompson (2022), and Ballová Mikušková (2023).

5. Is there a significant relationship between the students' perception and ethical teaching practices?

Table 4 Relationship Between The Students' Perception And Ethical Teaching Practices

Variables	Ethical Teaching Practices	Students' perception	Interpretation
Correlation Coefficient	.289	.012	Significant
Sig. (2-tailed, 0.05 level)	.012	.289	Significant

Table 4 shows a significant positive relationship between ethical teaching practices and students' perceptions ($r = .289$, $p = .012$). Though weak to moderate, this correlation indicates that students notice and respond positively to faculty who demonstrate fairness, respect, responsibility, integrity, inclusivity, and professionalism, affirming that ethical conduct shapes perceptions in multigenerational classrooms.

Fairness fosters trust and engagement (Noddings, 2015; Gupta & Wagh, 2019), with older faculty often applying rigid rubrics (Wang, 2016) and younger ones using flexible approaches (Jones & Shao, 2019). Respect enhances outcomes and harmony (Tronto, 2013; Johnson & Smith, 2020), with student-centered strategies gaining higher ratings (Lopez & Harper, 2018). Responsibility promotes success and models ethical behavior (Ballová Mikušková, 2023; Harris & Patel, 2020). Integrity builds trust and deters misconduct (Whitehead & Aviles, 2018; Lewis & Nelson, 2022). Inclusivity supports equity and critical thinking (Martinez & Thompson, 2022; Cochran-Smith et al., 2022). Professionalism strengthens trust and credibility (Parker & Morrison, 2019; Thompson & West, 2020).

Overall, findings affirm that ethical clarity, not generational differences, drives student perceptions. Regardless of style, students value consistent ethical behavior, aligning with professional standards like those of the NEA.

Conclusion

The JRU faculty is dominated by Millennials and Generation X (ages 30–59), suggesting a shift toward student-centered, adaptive teaching. Greater female representation aligns with broader educational trends promoting inclusivity. Social Sciences, Education, and Health Sciences emphasize value-based instruction, while Business, Technology, and Law contribute integrity and digital ethics. Senior faculty provide institutional knowledge, whereas early-career educators bring innovation and inclusivity, though requiring mentorship for continuity.

Ethical pedagogy, grounded in fairness, respect, integrity, responsibility, inclusion, and professionalism, persists across generations but differs in style. Baby Boomers emphasize rule-based approaches, Generation X blends tradition and flexibility, Millennials champion inclusive, student-centered learning, and Generation Z highlights digital ethics and equity. Despite stylistic differences, all share core ethical values.

Students' perceptions mirror these generational differences: Boomers are viewed as authoritarian and less inclusive, Gen X as dependable but conventional, Millennials as the most inclusive and participatory,

and Gen Z as promising in equity and digital ethics. However, results show minimal variation in ethical practices by demographics. Instead, ethical behaviors—integrity, respect, fairness, inclusivity, professionalism—correlate positively with student perceptions ($r = 0.289$, $p = 0.012$). Students respond more to consistent ethical conduct than to age or teaching philosophy.

The study concludes that the underlying commitment to ethics doesn't change between generations, although students may observe differences in style in how these ethics are exhibited. Thus, the difference is not really a contradiction but rather emphasizes two supplementary features:

- students react differently to the style and tone of ethical education, which differs between generations;
- the content of ethical conduct—the inherent values—does not change despite demographic considerations.

Recommendation

Based on the findings and analyses of this study, several practical recommendations are proposed to address the identified challenges and promote ethical and inclusive teaching practices in higher education. For school administration, it is recommended to strengthen ethical values through faculty development programs, establish mentorship systems between senior and new faculty, enforce inclusive and student-centered policies, utilize student feedback to assess teaching, and clearly communicate institutional ethical standards. Faculty members are encouraged to pursue continuous training in fairness, respect, and inclusivity, combine traditional and innovative teaching strategies, engage in mentorship to ensure ethical continuity, uphold transparency and integrity, and regularly reflect on their practices while seeking student input. Students are advised to provide constructive feedback on teaching, actively participate in inclusive discussions, join peer mentoring and support programs, and promote ethical standards within the institution. Future researchers are encouraged to explore non-demographic factors influencing ethical teaching, study the effects of mentorship on early-career faculty, conduct longitudinal research on digital ethics, and examine student attitudes in diverse educational settings. Curriculum developers should embed ethical frameworks across disciplines, integrate digital and social justice ethics, balance tradition and innovation in curricula, collaborate with multi-generational faculty, and incorporate mentoring initiatives in curriculum improvement. Finally, educational consultants can support the development of inclusive ethical standards, provide tailored workshops on ethics and pedagogy, facilitate mentoring and professional growth, implement feedback systems on ethical teaching, and promote responsible use of AI and digital ethics. Collectively, these recommendations aim to foster a more ethical, inclusive, and reflective higher education environment.

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APPENDICES

APPENDIX A

SURVEY QUESTIONNAIRE FOR FACULTY MEMBERS ETHICAL TEACHING APPROACHES

Survey Questionnaire for Faculty Members Ethical Teaching Practices					
<p>A. Demographic Profile</p> <p>What is your Year of birth? _____</p> <p>What is your age? _____</p> <p>Which generational cohort do you belong to? Check (/) your answer.</p> <p>____ Baby Boomers (1946-1964)</p> <p>____ Generation X (1965-1980)</p> <p>____ <u>Millennials</u> (1981- 1996)</p> <p>____ Generation Z (1997- 2012)</p> <p>What is your sex? _____</p> <p>Indicate your course/s taught: _____</p> <p>How many years of teaching experience do you have outside of JRU? _____</p> <p>How many years of teaching experience do you have at JRU? _____</p> <p>B. Ethical Teaching Practices</p> <p>Instructions: Read each statement carefully. Check (/) the correct indicator on how often do you observe the teaching practices.</p>					
Statements	Always 5	Often 4	Sometime 3	Rarely 2	Never 1
1. I organize small group discussions where students can share their ideas more comfortably.					
2. During my class discussion, I encourage my students to share their perspectives on topics without fear of judgment.					
3. I offer constructive feedback and encouragement on the works and ideas of my students					
4. I intentionally recognize the efforts and contributions of my students.					
5. I listen to my students and value their shared ideas.					
6. I ensure the participation of my students in school events and projects does					

not require costly materials or fees.					
7. I facilitate group works and hands-on activities in class.					
8. I use respectful language when communicating with my students.					
9. I demonstrate ethical behavior, such as honesty and respect when interacting with my students.					
10. I discuss clear objectives of my lesson before I begin with my discussion					
11. I prepare clear assessments for each topic that I teach.					
12. I regularly checks in my students to see how they are coping with their workload.					
13. I monitor my students' academic progress to adjust my approaches based on their responses.					
14. I prepare instructional materials that my students can easily follow and understand.					
15. I discuss the importance of academic honesty, such as plagiarism prevention and proper citation practices to my students.					
16. I discuss the consequences of academic dishonesty to my students.					
17. I address instances of academic misconduct, such as cheating or plagiarism,					

when they occur in my classroom.					
18. I enforce academic integrity in my classroom by consistently applying the university policies to all my students.					
19. I promote positive interactions among all my students.					
20. I ensure that my students understand the boundaries between us by clearly outlining my expectations for student behavior and communicating my role as an educator.					
21. I maintain and show respect in all interactions with my students and colleagues.					
22. I assure conversations appropriate to the educational context in all interactions with my students and colleagues					
23. I keep discussions focused on academic and professional topics rather than personal matters with my students and colleagues.					

APPENDIX B

SURVEY QUESTIONNAIRE FOR STUDENTS PERCEPTION

Survey questionnaire for students' perceptions on the ethical teaching practices of their professors from different generational cohorts

Instructions: Carefully read each statement describing an ethical teaching practices. Select all options that apply based on your observations of your teachers' ethical behavior. You may check (/) one or more than one option if your teachers from different generational cohorts demonstrate the same ethical practice.

Generations of Teachers:

- 1- Baby Boomers (60-78 y.o.)
- 2- Generation X (44-59 y.o.)
- 3- Millenials (28-43 y.o.)
- 4- Generation Z (27 and below y.o.)

Statements	1	2	3	4
1. My teacher/s organize small group discussions where we can share our ideas more comfortably.				
2. During class discussion, my teacher/s encourage me to share their perspectives on topics without fear of judgment.				
3. My teacher/s offer constructive feedback and encouragement on my works and ideas.				
4. My teacher/s intentionally recognize my efforts and contributions in class.				
5. My teacher/s listen and value my input or shared ideas.				
6. My teacher/s ensure/s my participation in school events and projects does not require costly materials or fees.				
7. My teacher/s facilitate group works and hands-on activities in class.				
8. My teacher/s use respectful language when communicating with me.				
9. My teacher/s demonstrate ethical behavior, such as honesty and respect when interacting with me.				
10. My teacher/s discuss clear objectives of his/her lesson before he/she begins with discussion.				

11. My teacher/s prepare clear assessments for each topic that he/she teach.				
12. My teacher/s regularly checks in to see how I am coping up with my workload.				
13. My teacher/s monitor my academic progress to adjust his/her approaches based on my responses.				
14. I can easily understand and follow the instructional materials prepared by my teacher/s.				
15. My teacher/s discuss/es the importance of academic honesty, such as plagiarism prevention and proper citation practices.				
16. My teacher/s discuss/es the consequences of academic dishonesty.				
17. My teacher/s address instances of academic misconduct, such as cheating or plagiarism, when they occur in our classroom.				
18. My teacher/s enforce academic integrity in our classroom by consistently applying the university policies to all his/her students.				
19. My teacher/s promote positive interactions among all of his/her students.				
20. My teacher/s ensure that I understand the boundaries between us by clearly outlining his/her expectations for my behavior and communicating his/her role as an educator.				
21. My teacher/s maintain and show				
respect in all interactions with his/her students and colleagues.				
22. My teacher/s assure conversations appropriate to the educational context in all interactions with his/her students and colleagues				
23. My teacher/s keep discussions focused on academic and professional topics rather than personal matters with his/her students and colleagues.				

APPENDIX C

SURVEY QUESTIONNAIRE FOR STUDENTS PERCEPTION IN BABY BOOMERS

Item #	Statement	Percentage (%)	Descriptive Meaning
1	Teachers hold small group discussions.	2.85	Very Low Perception
2	Teachers encourage sharing without judgment.	3.80	Very Low Perception
3	Teachers give constructive feedback.	2.85	Very Low Perception
4	Teachers recognize students' efforts.	4.11	Very Low Perception
5	Teachers value student input.	3.48	Very Low Perception
6	Teachers ensure participation is affordable.	3.16	Very Low Perception
7	Teachers facilitate group and hands-on activities.	4.75	Very Low Perception
8	Teachers use respectful language.	3.80	Very Low Perception
9	Teachers show ethical behavior.	8.45	Very Low Perception
10	Teachers state lesson objectives clearly.	6.01	Very Low Perception
11	Teachers prepare clear assessments.	8.10	Very Low Perception
12	Teachers check students' workload.	4.43	Very Low Perception
13	Teachers monitor progress and adjust approaches.	4.11	Very Low Perception
14	Instructional materials are easy to follow.	4.11	Very Low Perception
15	Teachers teach academic honesty.	6.01	Low Perception
16	Teachers discuss consequences of dishonesty.	6.96	Low Perception
17	Teachers address academic misconduct.	5.38	Low Perception
18	Teachers enforce academic integrity policies.	6.01	Low Perception
19	Teachers promote positive interactions.	4.43%	Very Low Perception
20	Teachers set clear behavior boundaries.	4.11%	Very Low Perception
21	Teachers show respect in all interactions.	4.43%	Very Low Perception
22	Teachers keep conversations appropriate.	2.85%	Very Low Perception
23	Teachers focus discussions on academic/professional topics.	5.70%	Low Perception
	Average Percentage	4.78%	Very Low Perception

APPENDIX D

SURVEY QUESTIONNAIRE FOR STUDENTS PERCEPTION IN GENERATION X

Item #	Statement	Percentage (%)	Verbal Interpretation/ Descriptive Meaning
1	Teachers hold small group discussions.	17.41	Moderate Perception
2	Teachers encourage sharing without judgment.	19.62	Moderate Perception
3	Teachers give constructive feedback.	18.35	Moderate Perception

4	Teachers recognize students' efforts.	18.99	Moderate Perception
5	Teachers value student input.	16.46	Moderate Perception
6	Teachers ensure participation is affordable.	17.41	Moderate Perception
7	Teachers facilitate group and hands-on activities.	19.62	Moderate Perception
8	Teachers use respectful language.	16.46	Moderate Perception
9	Teachers show ethical behavior.	21.46	Moderate Perception
10	Teachers state lesson objectives clearly.	20.25	Moderate Perception
11	Teachers prepare clear assessments.	18.57	Moderate Perception
12	Teachers check students' workload.	17.72	Moderate Perception
13	Teachers monitor progress and adjust approaches.	20.89	Moderate Perception
14	Instructional materials are easy to follow.	16.77	Moderate Perception
15	Teachers teach academic honesty.	14.87	Low Perception
16	Teachers discuss consequences of dishonesty.	20.25	Moderate Perception
17	Teachers address academic misconduct.	19.30	Moderate Perception
18	Teachers enforce academic integrity policies.	21.52	Moderate Perception
19	Teachers promote positive interactions.	18.04	Moderate Perception
20	Teachers set clear behavior boundaries.	17.72	Moderate Perception
21	Teachers show respect in all interactions.	18.99	Moderate Perception
22	Teachers keep conversations appropriate.	18.35	Moderate Perception
23	Teachers focus discussions on academic/professional topics.	19.62	Moderate Perception
	Average Percentage	18.64	Moderate Perception

APPENDIX E

SURVEY QUESTIONNAIRE FOR STUDENTS PERCEPTION IN MILLENIALS

Item #	Statement	Percentage (%)	Verbal Interpretation/ Descriptive Meaning
1	Teachers hold small group discussions.	50.32	Very High Perception
2	Teachers encourage sharing without judgment.	46.52	Very High Perception
3	Teachers give constructive feedback.	51.58	Very High Perception
4	Teachers recognize students' efforts.	49.68	Very High Perception
5	Teachers value student input.	49.05	Very High Perception
6	Teachers ensure participation is affordable.	49.37	Very High Perception
7	Teachers facilitate group and hands-on activities.	44.94	Very High Perception
8	Teachers use respectful language.	44.62	Very High Perception

9	Teachers show ethical behavior.	38.58	Very High Perception
10	Teachers state lesson objectives clearly.	47.78	Very High Perception
11	Teachers prepare clear assessments.	44.52	Very High Perception
12	Teachers check students' workload.	47.78	Very High Perception
13	Teachers monitor progress and adjust approaches.	46.84	Very High Perception
14	Instructional materials are easy to follow.	49.05	Very High Perception
15	Teachers teach academic honesty.	49.37	Very High Perception
16	Teachers discuss consequences of dishonesty.	43.35	Very High Perception
17	Teachers address academic misconduct.	44.62	Very High Perception
18	Teachers enforce academic integrity policies.	43.67	Very High Perception
19	Teachers promote positive interactions.	45.89	Very High Perception
20	Teachers set clear behavior boundaries.	47.78	Very High Perception
21	Teachers show respect in all interactions.	43.67	Very High Perception
22	Teachers keep conversations appropriate.	46.20	Very High Perception
23	Teachers focus discussions on academic/professional topics.	46.20	Very High Perception
	Average Percentage	46.58	Very High Perception

APPENDIX F

SURVEY QUESTIONNAIRE FOR STUDENTS PERCEPTION IN GENERATION Z

Item #	Statement	Percentage (%)	Verbal Interpretation/ Descriptive Meaning
1	Teachers hold small group discussions.	29.43	High Perception
2	Teachers encourage sharing without judgment.	30.06	High Perception
3	Teachers give constructive feedback.	27.22	High Perception
4	Teachers recognize students' efforts.	27.22	High Perception
5	Teachers value student input.	31.01	High Perception
6	Teachers ensure participation is affordable.	30.06	High Perception
7	Teachers facilitate group and hands-on activities.	30.70	High Perception
8	Teachers use respectful language.	35.13	Very High Perception
9	Teachers show ethical behavior.	31.51	High Perception
10	Teachers state lesson objectives clearly.	25.95	High Perception

11	Teachers prepare clear assessments.	28.81	High Perception
12	Teachers check students' workload.	30.06	High Perception
13	Teachers monitor progress and adjust approaches.	28.16	High Perception
14	Instructional materials are easy to follow.	30.06	High Perception
15	Teachers teach academic honesty.	29.75	High Perception
16	Teachers discuss consequences of dishonesty.	29.43	High Perception
17	Teachers address academic misconduct.	30.70	High Perception
18	Teachers enforce academic integrity policies.	28.80	High Perception
19	Teachers promote positive interactions.	31.65	High Perception
20	Teachers set clear behavior boundaries.	30.38	High Perception
21	Teachers show respect in all interactions.	32.91	High Perception
22	Teachers keep conversations appropriate.	32.59	High Perception
23	Teachers focus discussions on academic/professional topics.	28.48	High Perception
	Average Percentage	30.00	High Perception

APPENDIX G LETTER OF ENGAGEMENT

Jose Rizal University
Research Office

21 Jan 2025

Jose Rizal University

Dear _____

Greetings!

We are pleased to confirm your engagement with Guided Research (G-Res12) SY2023-2024 as **Principal Proponent and Team Leader**. The details of the engagement are as follows:

Title of the Research:
"Ethical Teaching Across Generations: Faculty Practices and Student's Perceptions in University in Mandaluyong"
 Co-Proponents and Co-Researchers: Gina E. Agus, Ana Belen S. Cuyugan, Analyn A. Eustaquio
 Period of Engagement: August 2024-May 2025
 Honorarium: P15,000

No.	Deliverable	Due Date	Date Submitted
1	Inception Report which includes the following: <ul style="list-style-type: none"> Approved Research Proposal (F-RSH-001) Signed Reviewer's Comments (F-RSH-004) Research Ethics Clearance (REC-015) Conforme for Team Leader and Researchers Signed Contract for Research Research Workplan 	Feb. 25, 2025	
2	Progress Report which includes the following: <ul style="list-style-type: none"> Narrative Report with issues analysis and action plan Interim Financial Report 	March 15, 2025	
3	Terminal Report which includes the following: <ul style="list-style-type: none"> Terminal Narrative Report Research Evaluation Form (F-RSH-002) Signed Reviewer's Recommendation (F-RSH-004) Terminal Financial Report 	May 15, 2025	

If the details of this engagement are acceptable to you, you may sign the Conforme below and email back this letter to auxencia.limjap@jru.edu and copy furnish jovito.anito@jru.edu and helen.bagalay@jru.edu

Thank you.

Sincerely,

Auxencia A. Limjap, PhD
 Research Director
 Jose Rizal University

APPENDIX H
CONSENT FORM-FACULTY MEMBERS

Introduction

On behalf of our research team at Jose Rizal University, I, Dr. Jennifer C. Mauntol, invite you to participate in our research study titled "Ethical Teaching Across Generations: Faculty Practices and Students Perceptions in University in Mandaluyong". To access the survey form, please use your IP address.

Purpose of the Study

This study entitled "Ethical Teaching Across Generations: Faculty Practices and Student Perceptions in University in Mandaluyong" aims to determine the ethical teaching practices employed by undergraduate faculty members from various generational cohorts and explore the undergraduate students' perceptions of the ethical practices of their professors from different generational cohorts.

Procedures for the Study

In line with ethical guidelines, researchers will obtain consent from the funding agency and secure approval from the Institutional Ethics Review Board. After receiving the ethics board's approval, the researchers will then request permission from the director of research to access potential participants' email addresses through the Human Resources Department (HRD).

This request will also include an endorsement to the concerned school deans. After receiving approval from the head of research, the researchers email the school deans to request their endorsement for the study to the program heads.

Upon receiving the endorsement, a courtesy email will be sent to the program heads. Once acceptance and endorsement are obtained from the program heads, the researchers will send an invitation letter to the participants via email.

Upon receiving approval from the IERB and obtaining the necessary consent letters, an invitation letter will be sent to the participants. Once the invitation is accepted, you will be asked to confirm your willingness to participate in the survey. You will be given the option to click either the "Yes" or "No" link for informed consent. If you click "Yes," you will be redirected to the survey questionnaire. If you click "No," you will exit the process. The survey is designed to be completed within 7-10 minutes.

Study Participants

We invite the undergraduate faculty members from five colleges: College of BSN (Bachelor of Science in Nursing), College of EAS (Education, Arts & Sciences), College of CJE (Criminology & Justice Education), College of CSE (Computer Science & Engineering) and, College of HTM (Hospitality, Tourism Management) at Jose Rizal University.

All undergraduate faculty members who meet the inclusion criteria (must be employed during the school year 2024-2025, permanent, fixed-term, and part-time faculty with at least one year of teaching experience at JRU) will be surveyed.

Please note that all faculty members who are currently on any form of leave, full-time faculty members in graduate schools, and faculties from other colleges aside from BSN, EAS, CJE, CSE, & HTM will be excluded.

Your participation is entirely voluntary, and you have the right to withdraw at any time without facing any repercussions. If you choose to withdraw, your data will be excluded from the final analysis and will not be counted in the final participant count.

In this study, the researchers will utilize Slovin Sampling. For clarity and ease of understanding, the survey questionnaire will be administered in English. Your responsibilities as a participant include answering all the survey questionnaires honestly. You should participate in a timely manner by completing the research activities in a given time frame, and you are also expected to keep the details of your participation confidential. If you have questions, concerns, or wish to withdraw, please let us know promptly so we can address them. If the study is extended or changes, we will ask you to renew your consent. Your continued participation is voluntary, and you can withdraw anytime without repercussions. If we ask for clarification on your responses, please help us by providing the necessary information to ensure your views are accurately represented. We ask that you participate with a commitment to the study's goals and respect the research process.

Risks and inconveniences

This study possesses minimal risk only such as the time and effort required, which may likely increase your workload and cause inconvenience. To address this concern, attendance will be arranged at your convenience, and you are free not to respond to any questions that cause you distress. Your participation is voluntary, and you may withdraw from the study at any time without penalty.

Confidentiality

The researchers will adhere to all privacy and confidentiality regulations, with the research team committed to the ethical management of participant information. Your consent for this study is valid for the entire project. If the study is extended or changed significantly, you will need to renew your consent. Throughout the study, you will be kept informed of any new information to help you make informed decisions about continuing your participation. You will have the right to access your records and can object to or withdraw consent for the processing of their data at any time.

The survey data will be stored in a secure database with a backup and recovery plan and will be saved on a password-protected storage system accessible only to the researcher. Under the Privacy Act 2012 and the National Ethical Guidelines for Human Research (NEGHR) 2022, the study will ensure the privacy and confidentiality of all participants by maintaining your anonymity. Personal data collected will be used exclusively for research purposes and stored on the principal investigator's personal computer for the duration of the study.

The researchers report no conflicts of interest and have no financial, personal, or professional interests that could affect the study's results. They commit to conducting all research activities with objectivity and integrity, and will promptly disclose and address any potential conflicts in line with ethical guidelines.

APPENDIX I CONSENT FORM-STUDENTS

Introduction

On behalf of our research team at Jose Rizal University, I, Dr. Jennifer C. Mauntol, invite you to participate in our research study titled "Ethical Teaching Across Generations: Faculty Practices and Students Perceptions in University in Mandaluyong". To access the survey form, please use your IP address.

Purpose of the Study

This study entitled "Ethical Teaching Across Generations: Faculty Practices and Student Perceptions in University in Mandaluyong" aims to determine the ethical teaching practices employed by undergraduate faculty members from various generational cohorts and explore the undergraduate students' perceptions of the ethical practices of their professors from different generational cohorts.

Procedures for the Study

In line with ethical guidelines, researchers will obtain consent from the funding agency and secure approval from the Institutional Ethics Review Board (IERB). After receiving IERB approval, the researchers will then request permission from the director of research to access potential participants' email addresses through the Human Resources Department (HRD). This request will also include an endorsement to the concerned school deans. After receiving approval from the head of research, the researchers will submit a formal request to the HRD head to obtain the email addresses of the targeted participants. Once the email addresses are obtained, the researchers email the school deans to request their endorsement for the study to the program heads. Upon receiving the endorsement, a courtesy email will be sent to the program heads. Once acceptance and endorsement are obtained from the program heads, the researchers will send an online invitation letter to the participants. Upon receiving approval from the IERB and obtaining the necessary consent letters, an invitation letter will be sent to the participants. Once the invitation is accepted, you will be asked to confirm your willingness to participate in the survey. You will be given the option to click either the "Yes" or "No" link for informed consent. If you click "Yes," you will be redirected to the survey questionnaire. If you click "No," you will exit the process. The survey is designed to be completed within 7-10 minutes.

Study Participants

We invite the undergraduate students from five colleges: College of BSN (Bachelor of Science in Nursing), College of EAS (Education, Arts & Sciences), College of CJE (Criminology & Justice Education), College of CSE (Computer Science & Engineering) and, College of HTM (Hospitality, Tourism Management) at Jose Rizal University. Your participation is entirely voluntary, and you have the right to withdraw at any time without facing any repercussions. If you choose to withdraw, your data will be excluded from the final analysis and will not be counted in the final participant count. In this study, the researchers will utilize Slovin sampling technique wherein the total population of faculty members will be eligible to be participants provided that you meet the set inclusion criteria. For clarity and ease of understanding, the survey questionnaire will be administered in English.

Your responsibilities as a participant include answering all the survey questionnaires honestly. You should participate in a timely manner by completing the research activities in a given time frame, and you are also expected to keep the details of your participation confidential. If you have questions, concerns, or wish to withdraw, please let us know promptly so we can address them. If the study is extended or changes, we will ask you to renew your consent. Your continued participation is voluntary, and you can withdraw anytime without repercussions. If we ask for clarification on your responses, please help us by providing the necessary information to ensure your views are accurately represented. We ask that you participate with a commitment to the study's goals and respect the research process.

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Confidentiality

The researchers will adhere to all privacy and confidentiality regulations, with the research team committed to the ethical management of participant information. Your consent for this study is valid for the entire project. If the study is extended or changed significantly, you will need to renew your consent. Throughout the study, you will be kept informed of any new information to help you make informed decisions about continuing your participation. You will have the right to access your records and can object to or withdraw consent for the processing of their data at any time. The survey data will be stored in a secure database with a backup and recovery plan and will be saved on a password-protected storage system accessible only to the researcher. Under the Privacy Act 2012 and the National Ethical Guidelines for Human Research (NEGHHR) 2022, the study will ensure the privacy and confidentiality of all participants by maintaining your anonymity. Personal data collected will be used exclusively for research purposes and stored on the principal investigator's personal computer for the duration of the study. You will be informed of your right to access your data and request corrections if necessary. The researchers report no conflicts of interest and have no financial, personal, or professional interests that could affect the study's results. They commit to conducting all research activities with objectivity and integrity, and will promptly disclose and address any potential conflicts in line with ethical guidelines.