

## Article

# PRIMA: A Proposed Teacher Development Program Focused on Expanded Career Progression System (ECPS)

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**Abstract:** This study titled "PRIMA: A Proposed Teacher Development Program Focused on Expanded Career Progression System (ECPS)" aimed to assess the level of awareness and preparedness of teachers towards Expanded Career Progression System among the public elementary schools in the Division of Cabuyao during the School-Year 2024-2025. This descriptive-correlational research involved the teachers of the public elementary schools in the division of Cabuyao who have been identified through the stratified sampling technique utilized by the researcher. The prime source of data are the survey-questionnaires that have been administered among the respondents. The data were used to described the level of awareness of teachers towards the Expanded Career Progression System (ECPS). It was also used to determine the level of preparedness of teachers towards the ECPS. The data collected were treated by the statistical tools appropriate to the study. The study revealed that the teachers involved in the study are mostly mid-adults who are with balanced energy and experience on their roles. The teaching profession remains female-dominated which reflect the ongoing gender trends. Most of the teachers have pursued advanced studies and possess significant teaching experience. The teachers have demonstrated strong awareness and preparedness across all components of the ECPS, specifically in competency-based promotion, position classification, tenure, leadership roles, and external recognition. The teachers' understanding manifests a well-informed workforce, though further support is still needed to enhance their preparedness to the specific areas. Preparedness does not significantly different when grouped according to their sex and age, but difference based on their highest educational attainment and length of service claim that professional background influences how the teachers engage themselves to ECPS. Additionally, the teachers with higher level of awareness tend to make them feel more prepared which underscores the vital role of information in shaping career advancement. The Teacher Development Program is grounded to these significant findings, is expected to ameliorate both the level of awareness and preparedness and equip the teachers with the competencies needed for their future roles.

**Keywords:** PRIMA, Teacher Development Program, Expanded Career Progression System

## 1. Introduction

The foundation of any country is its teachers, who in turn determine the quality of education. Teachers are considered the most honorable and responsible members of society because they play a significant role in forming people's minds and passing on knowledge to future generations for the benefit of all people and the advancement of society. They impart knowledge and skills that enable the next generation to better their social and personal lives

Abad (2021) explained that as a profession, teaching seeks to help people understand their roles and responsibilities toward the environment, their families, their communities, and themselves. The term "teacher" has a broad definition in the context of contemporary

communities. A teacher is anyone who participates in a formal or informal educational process that entails imparting knowledge or skills to a single person or a group of people. There is no denying that teachers have extremely difficult roles and responsibilities. Teachers now play a more crucial role in regulating students' moral and ethical equilibrium in addition to instructing, educating, and guiding them.

Promotion and upgrading of teachers after years of service and/or further studies are very essential in the working life of teachers as other formal employees. This is because promotion and upgrading serve as motivational means for hard work and high productivity. The professionalism of teaching and teacher upbringing are important factors for the achievement of learning goals, institutional advancement, and the total success of any educational sector. Teachers, therefore, need to acquire competencies such as pedagogical knowledge, content knowledge, technological knowledge, and others through further education, training, and practice. The pivot of any educational system lies in the premise of dedicated, knowledgeable, competent, and better-trained teachers in any given location.

In the Philippines, the idea of career advancement for educators is not new. A system of career advancement and promotion for public school teachers that prioritized classroom effectiveness was established in 1978 by Executive Order No. 500. The goal of this system was to give teachers' advancement in status and pay while they remained in the classroom a premium.

However, the Executive Order No. 174, s. 2022 known as the Expanded Career Progression System for Public System was signed to provide a defined career lines for classroom teaching and school administration in the Philippine public school system. It aims to reinforce the policy of the stat in promoting professional development and career advancement among Public School teachers and defining the career lines of teachers within the public school system. In its objectives, it stipulates that it shall provide guidelines, rules and regulations, conditions, and parameters for the establishment and implementation of Expanded Career Progression System for the Public School Teachers.

The order acknowledges that the credentials and skills of the teaching staff are critical to the progress of education. In order to draw and keep people with the necessary credentials in the teaching profession, it states that the State has a policy to advance and enhance the social and economic standing of public school teachers, as well as their working conditions and career opportunities.

This order has enabled the teachers to have more hope towards promotion. And as per the goal of DepEd no teachers will retire as teacher 1. This order had shed the light and gives hope for teachers who have been stagnant on their position for many years, despite of their length of service and their merit have not been promoted. Also, the number of items for higher position than teacher 1 cannot accommodate those teachers who files their documents for higher plantilla position.

## 2. Materials and Methods

This study was of Descriptive-Correlational research through which the main source of the pertinent data was gathered from the survey questionnaire that was administered by the researcher. It was conducted among the public elementary schools in the Division of Cabuyao in the City of Cabuyao, Laguna province during the School Year 2024-2025. The division has 19 public elementary schools in the 18 barangays of the city. In choosing participants in the study, Teacher I, II and III from Cabuyao elementary schools were included regardless of their professional profile. Master teacher and, principals were not included as respondents in the study. This study utilized the Raosoft Online Calculator to determine the respondents of the study which is 279 teachers among public elementary schools in the Division of Cabuyao.

The instrument utilized in this study was a researcher-made survey- questionnaire which is aligned to the statement of the problem. The instrument is composed of three parts. The first part contains the information about the professional profile of the respondents such as their Age, Sex, Highest Educational Attainment, and Length of Service in public school teaching. The second part of the instrument includes questions about the assessments of the respondents on their level of awareness towards the Expanded Career Progression System in terms of Competency-Based Promotion, Position Classification and Salary Adjustment, Tenure and Experience, Leadership and Specialized Roles, External Recognition and Achievements. The third part sought to determine the level of preparedness of teachers on ECPS relative to aforementioned variables.

### 3. Results and Discussion

#### Demographic profile of teachers

The demographic profile of the respondents was described in terms of age, sex, educational attainment and length of service.

**Table 1.** Frequency and Percentage Distribution in Terms of Type of Age.

	Age	Frequency	Percentage
1.	51 years old and above	65	23.3
2.	41 to 50 years-old	87	31.2
3.	31-40 years-old	96	34.4
4.	4. 21-30 years-old	31	11.1
	<b>Total</b>	<b>279</b>	<b>100.0</b>

Table 1 presents the profile of the respondents in terms of Age. As presented in the table, among the respondents, 96 (34.4%) of them are 31-40 years-old; 87 (31.2%) are 41-50 years-old; 65 (23.3%) are 51 years-old and above; and 31 (11.1%) are 21 to 30 years-old. The results imply that majority of teachers involved in this study are 31 to 40 years-old who belong to mid-adulthood also called as millennial. These are the individuals who were born from early 1980s to the mid 2000's. These are the teachers who have experience the rise of technology. Generally, this generation has been known for having the strong emphasis on education and career advancement. They are typically well-educated, but also to face the challenges as students' debt and a competitive job market.

According to Xi (2022) there are so much to offer of the millennial teachers, they are the teachers who have been fortunate to have training in utilizing the technology in teaching. Also, their dedication towards teaching is incomparable, these teachers are well-known for having their high regards to education and they work competitively.

**Table 2.** Frequency and Percentage Distribution in Terms of Type of Sex.

	Sex	Frequency	Percentage
1.	Male	37	13.3
2.	Female	242	86.7
	<b>Total</b>	<b>279</b>	<b>100.0</b>

Table 2 discloses the profile of respondents in terms of Sex. As disclosed by the table, 242 (86.7%) of the respondents are Female; while 37 (13.3%) of them are Male. The result shows that majority of teachers involved in this study are females.

The result simply shows the usual distribution of sex in the teaching profession in the Philippines which is typically dominated by female teachers. This also means that the females still have higher level of inclination to teaching over the males.

The result is supported by the study conducted by Rabuya (2022) who explained that the female teachers still hold higher level of inclination to teaching over the males. Also, he found out that the female teachers show higher level of concern and motherly approach in molding the young minds.

**Table 3.** Frequency and Percentage Distribution in Terms of Type of Educational Attainment.

Highest Educational Attainment	Frequency	Percentage
1. Doctorate Degree Holder	68	24.4
2. Master's Degree Holder with units in Doctorate	110	39.4
3. Master's Degree Holder	84	30.1
4. Bachelor's Degree with units in MA	12	4.3
5. Bachelor's Degree	5	1.8
<b>Total</b>	<b>279</b>	<b>100.0</b>

Table 3 unfolds the profile of the respondents in terms of Educational Attainment. As unfolded in the table, 110 (39.4%) have attained Master's Degree with units in doctorate; 84 (30.10%) of them are Master's Degree Holders; 68 (24.4%) of teachers are Doctorate Degree Holders; 12 (4.3%); while 5 (1.8%) of them are Bachelor's Degree.

The result implies that majority of the teachers have pursued their studies in the graduate school such as the Master's Degree and Doctorate level. It can also be noticed that there are only few of them who have just attained the bachelor's and those who are currently taking master's degree. This means that teachers are eager to improve their professional facets which they can achieve through attending the graduate school.

According to Lambino (2022) teachers are attending the graduate school to improve their professional aspect. They learn more through attending the graduate school where they can get information from their professors and from the sharing of information of their classmates. There are some instances that these things they learned from the graduate school applied to their respective classes and to their profession.

**Table 4.** Frequency and Percentage Distribution in Terms of Length of Service.

Length of Service	Frequency	Percentage
1. 1-3 YEARS	63	22.6
2. 4-6 YEARS	36	12.9
3. 7-10 YEARS	60	21.5
4. 11 YEARS AND ABOVE	120	43.0
<b>Total</b>	<b>279</b>	<b>100.0</b>

Table 4 shows the profile of the respondents in terms of length of service. As shown in the table, 120 (43%) of the respondents have been in service for 11 years and above; 63 (22.6%) have been on public teaching for 1 to 3 years; 60 (21.5%) of the teachers have been teaching for 7 to 10 years; while 36 (12.9%) have been in teaching for 4 to 6 years.

It can be noticed from the results that majority of the teachers involved in this study have been in teaching for more than a decade. This somehow shows the dedication of teachers on their profession. It also reflects how they love teaching and their passion towards molding the minds and touching the lives of their learners.

In the study conducted by Del Mar (2022), teachers are deeply passionate about their role in shaping the young minds and to contribute to the academic, social, and emotional growth of learners. They have the sense of fulfilling from bringing a positive impact to learners' lives which often keeps them dedicated to their profession long term. There are public school teachers who have also expressed their dedication in teaching since this profession offers them stable and secure career with benefits from the government.

#### **Level of Awareness of Teachers in the Expanded Career Progression System**

**Table 5.** Level of Awareness of Teachers in the Expanded Career Progression System along with Competency-Based Promotion.

INDICATOR	Mean	Interpretation
1. Familiarity with the core competencies for promotion into higher position (Teacher 1 to 7, and Master Teacher 1 to 4)	3.1326	Aware
2. Teaching performance and competence will be assessed during the promotion process.	3.3405	Highly Aware
3. Competencies (curriculum, student assessment, classroom management) will be prioritized to higher teaching position.	3.3011	Highly Aware
4. Individual Performance Commitment and Review Form (IPCRF) system and other performance-based evaluation system will be used to assess my competence and its roles for my promotion.	3.5090	Highly Aware
5. Attending professional development activities that aligned with the competencies required are vital for the promotion in the Expanded Career Progression System (ECPS).	3.3297	Highly Aware
<b>GENERAL ASSESSMENT</b>	<b>3.3226</b>	<b>Highly Aware</b>

Table 5 discloses the assessment of teachers on their level of awareness towards Expanded Career Progression System in terms of Competency-Based Promotion. As disclosed by the table, among the presented indicator, no. 3 "Individual Performance Commitment and Review Form (IPCRF) system and other performance-based evaluation system will be used to assess my competence and its roles for my promotion" (3.5090) attained the highest assessment which is shown on its attached mean and interpreted as Highly Aware. On the other hand, indicator no. 1 "Familiarity with the core competencies for promotion into higher position (Teacher 1 to 7, and Master Teacher 1 to 4)" (3.1326) obtained the lowest assessment which is manifested on its affixed mean and interpreted as Aware. The respondents have attained a general assessment of 3.3226 indicating that they are Highly Aware about the Expanded Career Progression System in terms of Competency-Based Promotion.

The result simply implies that the teachers involved in this study are highly aware about the ECPS in terms of Competency-Based Promotion. As per their assessment, it shows that the teachers have full knowledge and highly aware that in this system, the documents indicating the performance of teachers will be used as tools to determine their competence and to determine their capacities to be promoted. These are the documents that reflect their total performance as teachers which are aligned to the PPST or Philippine

Professional Standards for Teachers with 7 domains indicating the different strands that shall be fully attained by the teachers. On the other hand, the teachers still have lower level of awareness as to the core competencies to be promoted to the newly created teaching position such as teacher 4 to 7. This means that the teachers still have to be given sufficient information concerning this aspect of ECPS. There are some teachers who may not able to be promoted since they have lower level of awareness towards this matter, they would not be able to determine the documents that are needed for the promotion.

In the study conducted by Velayo (2022) there are teachers who have been working hard for their promotions. These teachers have dedicated themselves to cater the best for the learners and be able to share the things that are needed by the learners. However, there are some of these teachers who found hard to be promoted since they have less knowledge and awareness towards the documents they need to be submitted. And so, when they are not properly assisted, they failed to get the position even if they are qualified in terms of competence and dedication at work.

**Table 6.** Level of Awareness of Teachers in the Expanded Career Progression System along with Position Classification and Salary Adjustment.

INDICATOR		Mean	Interpretation
1.	Different teaching positions are created in DepEd due to Expanded Career Progression System (ECPS) as well as the qualifications required to it.	3.2545	Highly Aware
2.	Salary will increase as I progress through higher teaching position.	3.5305	Highly Aware
3.	Salary adjustments are based on position and years in service.	3.5412	Highly Aware
4.	Salary Grades are structured under the Salary Standardization Law and may bring impact to my career progression.	3.4767	Highly Aware
5.	DepEd guidelines regarding the position classification are explained by the authority and how it will affect the progress of the teachers' career.	3.2939	Highly Aware
<b>GENERAL ASSESSMENT</b>		<b>3.4194</b>	<b>Highly Aware</b>

Table 6 presents the assessment of teachers on their level of awareness towards Expanded Career Progression System in terms of Position Classification and Salary Adjustment. As presented in the table, among the indicators, no. 3" Salary adjustments are based on position and years in service. "(3.5412) attained the highest assessment which is manifested on its attached mean and interpreted as Highly Aware. Conversely, among the indicators, no. 1" Different teaching positions are created in DepEd due to Expanded Career Progression System (ECPS) as well as the qualifications required to it." (3.2545) attained the lowest assessment from the teachers which is reflected on its attached mean but still interpreted as Highly Aware. The respondents have generated a general assessment of 3.4194 which claims that the teachers are Highly Aware about the Expanded Career Progression System in terms of Position Classification and Salary Adjustment.

The result simply indicates that the teachers have exhibited a generally high level of awareness in terms of ECPS in terms of relation to position classification and the salary adjustment. It can also be gleaned in the results that teachers are well-informed as to how these factors influence their compensation. However, the result also shows lower level of awareness on the creation of new teaching position and qualifications. This suggests that

there is a gap between their understanding of the full scope of ECPS specifically in terms of career advancement opportunities. This also implies that while teachers are well-versed in salary adjustment, they still need to receive better clarification and communication about the expansion of the teaching position as well as the corresponding qualification to ensure their comprehensive awareness towards ECPS.

**Table 7.** Level of Awareness of Teachers in the Expanded Career Progression System along with Tenure and Experience.

INDICATOR	Mean	Interpretation
1. The years in teaching experience can influence the eligibility for promotion to higher position.	3.3405	Highly Aware
2. DepEd evaluates teaching experiences to determine promotion eligibility under the ECPS	3.2867	Highly Aware
3. There is a minimum number of years in teaching position to qualify for promotion under the ECPS	3.1649	Aware
4. The longer tenure in the position may improve the chance for promotion to leadership roles.	3.1577	Aware
5. Professional experience gained outside the classroom may influence teachers' career progression	3.2796	Highly Aware
<b>GENERAL ASSESSMENT</b>	<b>3.2459</b>	<b>Highly Aware</b>

Table 7 unveils the assessment of teachers on their level of awareness towards Expanded Career Progression System along with Tenure and Experience. As unveiled in the table, among the presented indicators, no. 1 "The years in teaching experience can influence the eligibility for promotion to higher position." (3.3405) attained the highest assessments as shown on its affixed mean and interpreted as Highly Aware. On the other hand, no. 4 "The longer tenure in the position may improve the chance for promotion to leadership roles." (3.1577) attained the lowest assessment from the respondents as shown on its attached mean and interpreted as Aware. The respondents have garnered a general assessment of 3.2459 which claims that they are Highly Aware on Expanded Career Progression System along with Tenure and Experience.

The result implies that the teachers are highly aware about the possibility their length of service and their tenure in their current position might help them to be promoted through ECPS. They are highly aware about the significance of having been in their position for longer years might help them achieve higher level of competence and may enable them to get higher possibility of promotion.

In the study conducted by Acejo (2022) he explained that it is just normal for the employees to work harder on their current position. They also tend to stay on their position to be able to enrich their knowledge and skills so, be qualified for promotion. Their competence may also be enhanced through their exposure to the position, the employers may still choose the individuals who have the capabilities to perform the duties and responsibilities and also, based on their current performances that are suited to the position.

**Table 8.** Level of Awareness of Teachers in the Expanded Career Progression System along with Leadership and Specialized Roles.

<b>Leadership and Specialized Roles</b>	<b>Mean</b>	<b>Interpretation</b>
1. Leadership roles such as head teachers and principals are also part of the DepEd career Progression Framework	3.3226	Highly Aware
2. Qualifications and experience required to assume leadership roles within the school.	3.2903	Highly Aware
3. Familiarity with the process of promotion from teaching to leadership or specialized roles.	3.2437	Highly Aware
4. Specialized Roles such as subject coordinator and curriculum leaders are considered as parts of the career progression system.	3.2186	Aware
5. Leadership training and professional development are incorporated to career progression for teachers interested in leadership roles.	3.3369	Highly Aware
<b>GENERAL ASSESSMENT</b>	<b>3.2824</b>	<b>Highly Aware</b>

Table 8 presents the assessment of respondents on their level of awareness in the Expanded Career Progression System along with Leadership and Specialized Roles. As presented in the table, among the presented indicators, no. 5 "Leadership training and professional development are incorporated to career progression for teachers interested in leadership roles" (3.3369) attained the highest assessment from the respondents and interpreted as Highly Aware. On the other hand, no. 4 "Specialized Roles such as subject coordinator and curriculum leaders are considered as parts of the career progression system." attained the lowest assessment as shown on its attached mean and interpreted as Aware. The respondents have generated a general assessment of 3.2824 which indicates that they are Highly Aware on Expanded Career Progression System in terms of Leadership and Specialized Roles.

The result implies that the teachers are highly aware about the worth of leadership training and specialized roles towards their promotion. The teachers believe that these professional development training are activities that may boost their confidence and competence in performing the leadership roles that are needed on their leadership. The result also shows that teachers are highly aware how these activities prepared the teachers for possible promotion. This is one of the actions of preparing the teachers to their future promotion which intertwined with leadership roles. Teacher's promotion can be of administrative or in curriculum and instruction. They may be of different path but both paths require leadership roles.

In the study conducted by Wagon (2022) she explained that school heads choose the teachers who need the specific training, some of these principals also choose the teachers as part of their preparation for the promotion that imbued with sense of responsibilities and leadership. These teachers can be Master Teachers and some are for school heads. The school heads can identify the teachers who have the full potentials for leadership and for those who can handle the specialized roles.

**Table 9.** Level of Awareness of Teachers in the Expanded Career Progression System along with External Recognition and Achievements

INDICATOR	Mean	Interpretation
1. External Recognitions and achievement (Teacher of the Year Award, Outstanding Teacher, Gawad Patnugot) play vital roles for the career progression.	3.3226	Highly Aware
2. Achievements like advanced degree (Master's and Doctorate) or professional awards impact the eligibility for promotion.	3.5018	Highly Aware
3. Familiarity with the criteria and process in receiving the awards and recognition that could support the promotion within the DepEd.	3.2939	Highly Aware
4. Involvement in the Professional Development Opportunities are viewed in terms of Career Progression.	3.3011	Highly Aware
5. Participating in research, publications, or contributions to education reforms is valued in the career progression.	3.3369	Highly Aware
<b>GENERAL ASSESSMENT</b>	<b>3.3513</b>	<b>Highly Aware</b>

Table 9 reveals the assessment of teachers on their level of awareness in terms of Expanded Career Progression System along with External Recognition and Achievements. As revealed by the table, among the indicators, no. 2 "Achievements like advanced degree (Master's and Doctorate) or professional awards impact the eligibility for promotion." (3.5018) achieved the highest assessment as manifested on its attached mean and interpreted as Highly Aware. Conversely, among the indicators, no. "Familiarity with the criteria and process in receiving the awards and recognition that could support the promotion within the DepEd." (3.2939) obtained the lowest assessment as shown on its affixed mean but still interpreted as Highly Aware. The teachers have generated a general assessment of 3.3513 which indicates that the teachers are Highly Aware about the Expanded Career Progression System in terms of External Recognition and Achievements

The result implies that the teachers are highly aware about the significance of attending the graduate school as a way of gaining knowledge, skills, and experience that are relevant for the promotion. They are highly aware that through attending the graduate school they would be able to be vested with the sufficient competence and prepare them for the possible higher position which can be attained through their promotion. However, it can also be noticed from the result that the teachers have to be oriented about the worth of the awards and recognition on their possible promotion. They shall be guided to prepare the documents that manifest their achievements and recognition.

According to Anabo (2022) there are some teachers who are interested to pursue higher level of studies as a way of improving their knowledge and skills which may also help them to achieve their promotion. They believe that this a way of making it possible to attain higher level position and to apply what they have learned from the graduate studies. Indispensable to this goal is their desire to increase their salary and also, to be able to support the needs of their families.

### Level of Preparedness of Teachers in the Expanded Career Progression System

**Table 10.** Level of Preparedness of Teachers in the Expanded Career Progression System in terms of Competency-Based Promotion.

INDICATOR	Mean	Interpretation
1. Demonstrate clear understanding of the competency-based promotion criteria as explicated in ECPS which includes the required skills, performance benchmarks, and qualifications.	3.1183	Prepared
2. Receives positive feedback from their evaluators and mentors which show they meet or exceed the competencies required for the promotion.	3.2115	Prepared
3. Regularly engage in self-assessment and reflection to identify the areas for improvement in their competencies	3.1828	Prepared
4. Have completed relevant training, professional development and certification program which are designed to enhance their competencies that are aligned to the requirements in the promotion.	3.1290	Prepared
5. Receive feedback from the school heads and colleagues that indicates the teacher has the competencies that are required for the advancement in DepEd ECPS	3.1756	Prepared
<b>GENERAL ASSESSMENT</b>	<b>3.1634</b>	<b>Prepared</b>

Table 10 discloses the assessment of the respondents on their level of Preparedness in the Expanded Career Progression System in terms of Competency-Based Promotion. As disclosed by the table, among the presented indicators, no. 2 “Receives positive feedback from their evaluators and mentors which show they meet or exceed the competencies required for the promotion” (3.2115) obtained the highest assessment which is shown on their attached mean and interpreted as Prepared. On the other hand, among the indicators, no.1 “Demonstrate clear understanding of the competency-based promotion criteria as explicated in ECPS which includes the required skills, performance benchmarks, and qualifications” (3.1183) attained the lowest assessment but still interpreted as Prepared. The teachers have attained a general assessment of 3.1634 which indicates that they are prepared in the Expanded Career Progression System in terms of Competency-Based Promotion.

The result simply implies that the teachers are prepared for the Expanded Career Progression System which will be based on their level of competence. This further manifest that since they are higher aware about the nature of the ECPS, they know the Quality Standards as well as the worth of the competence needed on the position they will be

applying for. Furthermore, the result also shows how the teachers prepared themselves through calibrating their competence to be able get the higher-level position. The result also mirrors the need of teachers to scrutinize the nature of competency-based and its rudiments. They still need to be oriented about the core competence and the qualifications for the positions.

According to Gerilla (2022) he explained that teachers are professionals who do not receive the salary they deserve. One way of increasing their salary is to be promoted. However, they need to ensure that they have elevated their competence and make themselves qualified for the position. However, not all teachers can fully understand the competency-based standards as well as the requirements for the position. Thence, this is the role of their immediate supervisors to guide and assist these teachers in improving their competence and to determine if their level of competence is suited to the position they may be applying for.

**Table 11.** Level of Preparedness of Teachers in the Expanded Career Progression System in terms of Position Classification and Salary Adjustments.

INDICATORS	Mean	Interpretation
1. Compile the documents that could possibly needed for promotion or re-classification of position.	3.1362	Prepared
2. Seek assistance to the teachers who have attained higher teaching position or the school head and follow their advice aligned to the ECPS.	3.2366	Prepared
3. Review the official DepEd guidelines and policies regarding the reclassification of position as well as salary adjustments	3.1254	Prepared
4. Regularly track the eligibility for upgrade in position based on qualifications and years of service.	3.0932	Prepared
5. Understand how the salary increase linked to career progression and comes with appropriate responsibilities.	3.1935	Prepared
<b>GENERAL ASSESSMENT</b>	3.1570	Prepared

Table 11 unfolds the assessment of teachers on their level of preparedness in the Expanded Career Progression System in terms of Position Classification and Salary Adjustment. As unfolded in the table, among the presented indicators, no. 2" Seek assistance to the teachers who have attained higher teaching position or the school head and follow their advice aligned to the ECPS." (3.2366) which is manifested on its attached mean and interpreted as Prepared. On the other hand, no. 4" Regularly track the eligibility for upgrade in position based on qualifications and years of service" (3.0932) attained the lowest assessment which is reflected on its attached mean but still interpreted as Prepared. The teachers have garnered the general assessment of 3.1570 which claims that they are

prepared to Expanded Career Progression System in terms of Position Classification and Salary Adjustment.

The result simply implies that the teachers are prepared for the ECPS when it comes to the position classification and salary adjustment, and as per the results they have been prepared for this through seeking the help and assistance from their colleagues who have been promoted and from their school principal as the head of the school. This shows how these teachers trust their colleagues, particularly those who have been promoted who may extend them help through guiding them for the possible promotion, particularly about the things they have undertaken to be promoted. Also, the assessment of teachers reflects their trust to the school head as their immediate supervisor who might give them the proper guidance towards promotion. It can also be gleaned on their assessment; the teachers need to check their current status and to track eligibility to upgrade their position based on their qualification and the years of service they rendered.

According to Galang (2022) she explained how the teachers get the knowledge about promotion, aside from the guidelines of DepEd they tend to ask their co-teachers about the documents they need to prepare as well as the various steps they have to be undertaken to ensure the possible promotion. Also, to guide these teachers, their school heads shall always have to be updated about the qualification standards and to direct these teachers about the possible position they would fit.

**Table 12.** Level of Preparedness of Teachers in the Expanded Career Progression System along with Tenure and Experience.

INDICATORS	Mean	Interpretation
1. Read and understand the document needed as well as the roles and responsibilities of the position I will attain.	3.1685	Prepared
2. Understand how years of service may impact the eligibility for promotion under the ECPS	3.1505	Prepared
3. The experience and length of service are considered when the opportunities for career advancement arise.	3.1864	Prepared
4. Seek out professional development opportunities to complement the years of service and enhance the chances for promotion	3.2007	Prepared
5. Organize the papers that may show the length of service and tenure as these may be required for the evaluation of papers.	3.1434	Prepared
<b>GENERAL ASSESSMENT</b>	<b>3.1699</b>	<b>Prepared</b>

Table 12 shows the assessment of the respondents on the preparedness of teachers in ECPS in terms of Tenure and Experience. As shown in the table, among the indicators, no. 3 "The experience and length of service are considered when the opportunities for career advancement arise." (3.1864) obtained the highest assessment which is reflected on its

attached mean and interpreted as Prepared. Conversely, no. 5 "Organize the papers that may show the length of service and tenure as these may be required for the evaluation of papers." (3.1434) attained the lowest assessment as shown on its affixed mean but still interpreted as Prepared. The generated a general assessment of 3.1699 claims that the teachers are prepared ECPS in terms of Tenure and Experience.

The result simply implies that the teachers are prepared for ECPS and believed that their length of service might be considered for promotion. This is related to their level of awareness that their length of service might be considered as one of the criteria for the promotion, and so they prepared for these opportunities and to take it as a way for their career advancement. Also, the result revealed that these teachers have to be advised in preparing the documents needed for the evaluation of papers for the promotion. These teachers might be given the proper assistance from their school head and colleagues to start gathering their papers and other pertinent that might help them prepared for their promotion.

In the study conducted by Revilla (2022) she found out that teachers even if they are aware about the criteria and the requirements for the promotion, not all of them have enough time to collect these documents, and so, they choose not to pursue submitting their papers. This is one of the major problems among teachers who wish for promotion but have less time for the preparation of documents. Some of these teachers also affirmed that they have negative perception about the selections of teachers who apply for the position.

**Table 13.** Level of Preparedness of Teachers in the Expanded Career Progression System in terms Leadership and Specialized Roles.

INDICATORS	Mean	Interpretation
1. Taken on leadership roles or additional responsibilities like mentoring or leading programs and projects within the school.	3.0573	Prepared
2. Participate in leadership training or workshop to improve the skills and readiness to higher position	3.1183	Prepared
3. Seek opportunities to contribute to the development of the school policies or initiatives by taking on specialized roles like coordinatorship or being project leader.	3.1434	Prepared
4. Ready and capable of assuming leadership roles at higher level like Key Teacher, Head teacher, or Grade leader.	3.1004	Prepared
5. Attain a good track record of leading or collaborating in team-based project	3.1613	Prepared
<b>GENERAL ASSESSMENT</b>	<b>3.1161</b>	<b>Prepared</b>

Tabel 13 unfolds the level of preparedness of teachers in the Expanded Career Progression System in terms Leadership and Specialized Roles. As unfolded by the table,

among the indicators, no.5 “Attain a good track record of leading or collaborating in team-based project “ (3.1613) attained the highest assessment which is shown on its affixed mean and interpreted as Prepared. On the other hand, no. 1 “Taken on leadership roles or additional responsibilities like mentoring or leading programs and projects within the school” (3.0573) obtained the lowest assessment which is manifested on its attached mean but still interpreted as Prepared. The teachers have generated a general assessment of 3.1161 which claims that the teachers are prepared in the ECPS in terms of Leadership and Specialized Roles.

The result simply implies that the teachers are confident enough that they have the good track records in terms of their leadership skills and on their specialized roles. This also mirrors that these teachers have been entrusted by their school heads and colleagues to take the lead in a team-based project. This field called for their abilities to take the responsibilities of leading others. They considered it as a way of preparing them for future leadership which can be possible through promotion. As disclosed by the results the teachers still have to improve their leadership skill through taking additional responsibilities like mentoring or leading a program or project in the schools. This shows that the teachers shall take initiative of taking the responsibilities in leading a specific program or project, they should not wait for the appointment from their school head. This means that as leaders, they should know their capabilities and to take the lead with others to the best they can.

In the study conducted by Abanez (2022) he explained that the teachers shall have been given the chance to take the lead in various areas of school. It serves as an opportunity to them in unleashing their leadership potentials, and for their career advancement. They may be able to gain knowledge and skills on how to lead people. The leadership goal might be started from a simple project with small groups then the scope will become broader as the teachers show-off their potentials and capabilities of leading others like teachers and school personnel.

**Table 14.** Level of Preparedness of Teachers in the Expanded Career Progression System in terms External Recognition and Achievements.

INDICATORS	Mean	Interpretation
1. Pursue external certification, awards, and recognition for the teaching expertise	3.0466	Prepared
2. Maintain professional portfolio including the external achievements, recognition, and other relevant credentials.	3.1075	Prepared
3. Seek out opportunities to present in various conferences, seminars, workshops, to increase the visibility and credibility as teachers.	3.1004	Prepared
4. Served as speaker to other schools and/ spearhead a specific training for the teachers.	2.8961	Prepared
5. Awarded for exemplary performance in teaching and in leadership in school, district, or division level.	2.8853	Prepared
<b>GENERAL ASSESSMENT</b>	<b>3.0072</b>	<b>Prepared</b>

Table 14 discloses the assessment of the respondents on their level of preparedness in the Expanded Career Progression System in terms of External Recognition and Achievements. As disclosed by the table, among the indicators, no. 2 "Maintain professional portfolio including the external achievements, recognition, and other relevant credentials." (3.1075) attained the highest assessment which is shown on its attached mean and interpreted as Prepared. On the other hand, no.5 "Awarded for exemplary performance in teaching and in leadership in school, district, or division level" (2.8853) obtained the lowest assessment as manifested on its attached mean and interpreted as Prepared. The assessment of teachers has generated a general assessment of 3.0072 which indicates that the teachers are prepared for ECPS in terms of External Recognition and Achievement.

The result simply implies that the teachers have been prepared for the ECPS which are shown on their capabilities to collect the documents referring their external achievement, recognition, and even the other relevant credentials. This further means that the teachers have gathered these pertinent documents that speak out their competence and where their abilities and talents are recognized. Their exemplary performance in teaching have been noticed and their leadership have been commended in various level. These are the documents that may help them gain the points in the criteria for the position they may be applying for.

According to Mazanares (2022) the teachers shall have the ability to show off their full potentials and be noticed by their exemplary performance in teaching and in leadership. The documents pertaining to these achievements might be useful tools for their future promotion. The certificates and pertinent documents shall be collected in a portfolio and be shown to the screening committee who may appraise the papers and determine the necessary points for each area.

**Significant difference in the assessments of teachers towards their awareness in the Expanded Career Progression System when grouped according to their profile**

**Table 15.** Significant difference in the assessments of teachers towards their awareness in the Expanded Career Progression System when grouped according to their Age.

INDICATORS	F-test value	p-value	Decision	Remarks
1. Competency-based promotion	1.917	0.127	Accept Ho	Not Significant
2. Position Classification and Salary Adjustment;	2.361	0.072	Accept Ho	Not Significant
3. Tenure and Experience;	0.181	0.909	Accept Ho	Not Significant
4. Leadership and Specialized Roles;	1.967	0.119	Accept Ho	Not significant
5. External Recognition and Achievements	1.069	0.363	Accept Ho	Not Significant

Table 15 present the test of significant difference in the assessments of teachers towards their awareness in the Expanded Career Progression System when grouped according to their Age. As presented in the table, the assessment of teachers to the preparedness in terms of the areas such as Competency-based promotion (0.127), Position Classification and Salary Adjustment (0.072), Tenure and Experience (0.909), Leadership and Specialized Roles (0.119) and External Recognition and Achievement (0.363) have no significant difference when they are grouped according to their Age. This is shown on their attached p-value which are all lower than the 0.05 level of significance which lead to accept the null hypothesis.

The result simply implies that there is uniformity on how the teachers regardless of their age perceived their awareness for the career progression. This further implies that the system may be equally effective for teachers of all age group. Also, the finding means that the young or old are aware about the nature of each component of the ECPS. This also mirrors how the DepEd make it fair to inform the teachers; young or old be given the same information for the expanded system of career program. This also offers equal opportunities to both age group to be aware of what they need to do and what to prepare for their possible promotion.

In the study conducted by Geron (2022) he explained that the system for promotion shall be communicated to all. The DepEd requires the schools and other field offices to announce and publish the vacancy of position and shall inform everyone for their chance to be promoted despite of their background as long as they meet the required qualifications. The interested teachers shall also be assisted by their immediate supervisors regarding the said promotion.

**Table 16.** Significant difference in the assessments of teachers towards their awareness in the Expanded Career Progression System when grouped according to their Sex.

INDICATORS	t-test value	P-value	Decision	Remarks
1 Competency-based promotion	.547	.585	Accept Ho	Not Significant
2. Position Classification and Salary Adjustment;	1.035	.302	Accept Ho	Not Significant
3. Tenure and Experience;	.866	.387	Accept Ho	Not Significant
4. Leadership and Specialized Roles;	-.708	.480	Accept Ho	Not significant
5. External Recognition and Achievements	1.276	.203	Accept Ho	Not Significant

Table 16 show the test of significant difference in the assessments of teachers towards their awareness in the Expanded Career Progression System when grouped according to their Sex. As shown in the table, the teachers have similar assessment as to their preparedness to ECPS such as Competency-based promotion (.585), Position Classification and Salary Adjustment (.302), Tenure and Experience (.387) Leadership and Specialized Roles (.480), and External Recognition and Achievements (.230) which are shown on their affixed p-value that are all greater than 0.05 which leads to reject the Null Hypothesis.

The result implies that teachers, both male and female have the same level of awareness towards the domains of the Enhanced Career Progression System. This also suggests that ECPS was perceived equally by both sexes. This further indicates an inclusive and common understanding of the system. This uniformity also supports the ideas that the system's communication and structure are effective to both sexes and can be applied universally to all teachers.

The gender equality shall be observed to promotion process. DepEd as one of the core agencies of the government shall offer the opportunities to qualified teachers, despite of their sex and gender. The teachers shall be given the rights to apply for the position they are interested with, provided that they will satisfy the basic requirements and will pass the processes they needed during their application for promotion.

**Table 17.** Significant difference in the assessments of teachers towards their awareness in the Expanded Career Progression System when grouped according to their Highest Educational Attainment.

INDICATORS	F-test value	P-value	Decision	Remarks
1. Competency-based promotion	4.000	.004	Reject Ho	Significant
2. Position Classification and Salary Adjustment;	2.366	.053	Accept Ho	Not Significant
3. Tenure and Experience;	2.188	.071	Accept Ho:	Not Significant
4. Leadership and Specialized Roles;	3.435	.009	Reject Ho:	Significant
5. External Recognition and Achievements	3.584	.007	Reject Ho:	Significant

Table 17 shows the difference in the assessment of teachers towards their awareness in the Expanded Career Progression System when they are grouped according to their Highest Educational Attainment. As shown in the table, the teachers when grouped according to their highest educational attained have similar assessment the areas of ECPS as to Position Classification and Salary Adjustment (.053) and Tenure and Experience (.071) which are all shown on their attached p-value that are both greater than 0.05 level of significance. Meanwhile, in terms of areas such as Competency-based promotion (.004), Leadership and Specialized Roles (.009) and External Recognition and Achievements (.007) have found to have significant difference which are all manifested on their affixed p-value that are all less than 0.05 level of significance.

The result simply implies that the awareness of teachers towards the ECPS does not significantly differ across the educational attainment levels particularly in the areas of ECPS in terms of Position Classification and Salary Adjustment and Tenure and Experience. The result further suggests that there is a uniform understanding of these aspects regardless of what the teachers have achieved on their academic endeavor. However, it was also found out in this study that there is a significant difference on their awareness in terms of Competency-Based- Promotion, Leadership and Specialized Roles, and External Recognition and Achievements which indicates that teachers with higher

educational attainment may have deeper understanding or more exposure to these more advanced or specialized areas of ECPS. This also tantamount to say that there is a need to target information dissemination and training on these areas particularly for those who have lower academic qualifications to ensure that they would have understanding and access to the ECPS.

According to Minerva (2022) he explained that there are some teachers even if they are qualified for the position are not aware about the nature of promotion as well as the documents, they need to prepare to support their qualification for the position. Also, there are some teachers who have less knowledge that their achievements and specialized training might help them obtain the post they are dreaming of. They performed various roles in the schools but have less knowledge about what these roles may bring them.

**Table 18.** Significant difference in the assessments of teachers towards their awareness in the Expanded Career Progression System when grouped according to their Length of Service.

INDICATORS	F-test value	p-value	Decision	Remarks
1. Competency-based promotion	2.368	.071	Accept Ho	Not Significant
2. Position Classification and Salary Adjustment;	3.954	.009	Reject Ho	Significant
3. Tenure and Experience;	1.302	.274	Accept Ho	Not Significant
4. Leadership and Specialized Roles;	5.473	.001	Reject Ho	Significant
5. Exte Recognition and Achievements	3.454	.017	Reject Ho	Significant

Table 18 unfolds the difference in the assessments of teachers towards the Expanded Career Progression System when they are grouped according to their length of service. As unfolded by the table, it was found out that the components of ECPS such as Position Classification and Salary Adjustment (.009), Leadership and Specialized Roles (.001), and External Recognition and Achievement (.017) were found to have significant difference which are well-manifested on their attached p-value less than 0.05. On the other hand, other components such as Competency-Based Promotion (.071) and Tenure and Experience (.274) with their affixed p-value greater than 0.05 were found to have no significant difference which led to accept the null hypothesis.

The result simply shows that the teachers' assessment on the ECPS significantly vary based on their length of service, specifically in the areas such as Position Classification and Salary Adjustment, Leadership and Specialized Roles, and External Recognition and Achievements. This further indicates that the longer the length of service the more likely they experience and insights which influence their understanding and their assessment on these components. On the other hand, the absence of significant difference in terms of competency-based promotion and tenure and experience shows that these aspects are consistently understood across the different length of service among teachers. It also highlights the significance of tailoring the communication and the professional development efforts according to the service tenure of teachers, especially in areas where

the perceptions diverge. This is to ensure that the teachers, regardless of experienced have the equal clarity and access to their career advancement opportunities and be able to be promoted under the ECPS.

In the study conducted by Allero (2021) she explained that the teachers shall be well-oriented regarding the significance of professional development. There are various ways to improve their professional facets, and this serves also as their preparation for the promotion suited to what they have achieved. There are number of teachers who have been in service for so long, and some of them have retired and left the public school teaching of not being promoted. Thence, the ECPS is considered as the best tool of helping the teachers to be directed and assisted on their profession and be able to uplift their professional level through the ECPS.

#### **Significant difference in the assessments of teachers towards their Preparedness in the Expanded Career Progression System**

**Table 19.** Significant difference in the assessments of teachers towards their Preparedness in the Expanded Career Progression System when grouped according to their Ag.

INDICATORS	F-test value	P-value	Decision	Remarks
1. Competency-based promotion	3.661	.013	Reject Ho:	Significant
2. Position Classification and Salary Adjustment;	3.048	.029	Reject Ho:	Significant
3. Tenure and Experience;	1.615	.186	Accept Ho:	Not Significant
4. Leadership and Specialized Roles;	2.225	.085	Accept Ho:	Not Significant
5. External Recognition and Achievements	1.989	.116	Accept Ho:	Not Significant

Table 19 shows the significant difference in the assessments of teachers towards their Preparedness in the Expanded Career Progression System when grouped according to their Age. As shown in the table, the assessment of teachers has significant difference in terms of Competency-based promotion (.013) and Position Classification and Salary Adjustment (.029) which are shown on their attached p-value that are both less than 0.05 level of significance. On the other hand, the teachers have similar assessment on their preparedness to Expanded Career Progression System when grouped according to their Age in terms of other areas such as Tenure and Experience (.186), Leadership and Specialized Roles (.085), and External Recognition and Achievements (.116) which are all manifested on their affixed p-value greater than 0.05.

The result simply implies that the teachers' preparedness for ECPS is significantly influenced by age specifically in terms of Competency-Based Promotion and Position Classification and Salary Adjustment. This means that the age-related factors such as the generational differences in professional goals, their adaptability to change, and familiarity with the promotion policy may shape how the teachers perceived and prepared for these particular aspects of their career advancement. In contrast, absence of significant difference in terms of Tenure and Experience and Leadership and Specialized Roles and External Recognition and Achievements shows a relatively homogeneous level of preparedness across age group in these domains. This uniformity indicates that these components are

well-integrated into the professional cultures of teaching or preparedness in these areas are less sensitive to age-related difference.

In the study conducted by Olivares (2022) teachers shall always be given the best assistance when it comes to the promotion they deserve. Promotion shall be fair and square; it shall be offered to the well-deserve teachers who have shown exemplary performance on their respective areas regardless if they are old or still young in the field. The school head is expected to have the best assistance in helping these teachers to hone their craft and be more competent on the position that these teachers are aiming for.

**Table 20.** Significant difference in the assessments of teachers towards their preparedness in the Expanded Career Progression System when grouped according to their Sex.

INDICATORS	t-test value	p-value	Decision	Remarks
1. Competency-based promotion	1.904	.058	Accept Ho	Not Significant
2.Position Classification and Salary Adjustment;	1.486	.138	Accept Ho	Not Significant
3.Tenure and Experience;	1.630	.104	Accept Ho	Not Significant
4.Leadership and Specialized Roles;	1.932	.054	Accept Ho	Not Significant
5.External Recognition and Achievements	2.622	.009	Reject Ho	Significant

Table 20 shows the difference in the assessments of teachers towards their preparedness in the Expanded Career Progression System when grouped according to their Sex. As shown by the table, the assessment of teachers have no significant difference to the following components of ECPS such as Competency-based promotion (.058), Position Classification and Salary Adjustment (.138), Tenure and Experience (.104), and Leadership and Specialized Roles (.054) which are all shown on their affixed p-value that are greater than 0.05 level of significance. On the other hand, it was found out that the teachers when grouped according to their sex have different assessment in terms of External Recognition and Achievements (.009) which is verified by its affixed p-value less than 0.05.

The result implies that teachers' preparedness for the ECPS is not significantly influenced by their sex across most components such as the Competency-Based Promotion, Position Classification and Salary Adjustment, Tenure and Experience, and Leadership and Specialized Roles. This means that there is a gender-neutral to then perceptions and preparedness of teachers regarding the majority of the components of the ECPS which also manifests an encouraging degree of equity in professional orientation within the teaching workforce. On the other hand, in terms of area of External Recognition and Achievement, the male and female teachers may experience or perceive an external validation and career acknowledgement differently. This might be due to level of their accessing the

opportunities, representation in public or institutional platforms, and also, the other factors that influence the certain recognition.

Gibbons (2021) on her study explained why do the school heads need to be fair in preparing the teachers in terms of their career advancement. As per her work, he explained that the promotion and professional development program shall not be merely created for one sex of teachers, it shall be offered to both sexes and giving them the equal opportunities to excel on their field and be promoted on the position they deserved. There are some teachers either male or female who has been recognized on their work and have been awarded due to their exemplary performance. These are all worthy to help them grow on their career and be promoted.

**Table 21.** Significant difference in the assessments of teachers towards their Preparedness in the Expanded Career Progression System when grouped according to their Highest Educational Attainment.

INDICATORS	F-test value	P-value	Decision	Remarks
1. Competency-based promotion	5.103	.001	Reject Ho	Significant
2. Position Classification and Salary Adjustment;	2.207	.138	Accept Ho	Not Significant
3. Tenure and Experience;	.967	.426	Accept Ho	Not Significant
4. Leadership and Specialized Roles;	3.749	.005	Reject Ho	Significant
5. External Recognition and Achievements	2.413	.049	Reject Ho	Significant

Table 21 discloses the difference in the assessment of teachers towards their preparedness in the Expanded Career Progression System when they are grouped according to their highest educational attainment. As disclosed by the table, teachers when grouped according to their highest educational attainment have similar assessment in terms of Position Classification and Salary Adjustment (.138) and Tenure and Experience (.426) which are shown on their attached p-value greater than 0.05 level of significance which leads to accept the null hypothesis. On the other hand, components such as Competency-Based Promotion (.001), Leadership and Specialized Roles (.005), External Recognition and Achievements (.049) have found to have significant difference which are supported by their affixed p-value that are all less than the 0.05 level of significance that led to reject the Ho.

The result implies that teachers with higher level of academic achievement may possess higher level of preparedness, confidence, and access to opportunities related to advanced career roles and recognition., which in turn enhances their sense of preparedness in terms of Competency-Based promotion, Leadership and Specialized Roles, and External

Recognition and Achievement. The disparity may be attributed to the broader professional training they have gained and equipped their capacity that are associated with advanced career. Conversely, the absence of significant difference in terms of Position Classification and Salary Adjustment as well as the Tenure and Experience explain that these elements of ECPS are perceived similarly by the teachers despite of their highest educational attainment likely because of the standardized implementation within the system. The result also tantamount to say that there is still a need to improve the spirit of inclusive capacity building program that will provide equitable access to information and preparatory support, particularly for teachers with lower academic attainment, to promote balanced readiness and participation to ECPS framework.

In the study conducted by Pajaro (2022) school administrators shall learn to understand the status of the teachers, and to provide them the best professional advancement program. Further, the program shall provide equal opportunities both the teachers who have attained higher level of educational attainment and for those who have finished the basic requirements for public school teaching. This is a way of making the professional advancement program be benefited by every teacher in the school and to help them cultivate their knowledge and skills in teaching, turning their works as their proofs for promotion.

**Table 22.** Significant difference in the assessments of teachers towards their Preparedness in the Expanded Career Progression System when grouped according to their Length of Service.

INDICATORS	F-test value	p-value	Decision	Remarks
1. Competency-based promotion	3.649	.013	Reject Ho	Significant
2. Position Classification and Salary Adjustment;	2.207	.138	Accept Ho	Not Significant
3. Tenure and Experience;	2.939	.034	Reject Ho	Significant
4. Leadership and Specialized Roles;	2.462	.063	Accept Ho	Not Significant
5. External Recognition and Achievements	2.522	.058	Accept Ho	Not Significant

Table 22 presents the difference in the assessments of teachers towards their preparedness in Expanded Career Progression System when they are grouped according to their length of service. As presented in the table, the teachers have similar assessment as to their preparedness to the components of ECPS in terms of Position Classification and Salary Adjustment (.138), Leadership and Specialized Roles (.063), and External Recognition and Achievements (.058) which are manifested on their attached p-value that are all greater than 0.05 level of significance that leads to accept the Null Hypothesis. On the other hand, other components such as the Competency-based promotion (.013) and Tenure and Experience (.034) were found to have significant difference which are shown on their affixed p-value that are both less than 0.05 level of significance, thence, leads to reject the Null Hypothesis.

The result implies that the teachers whether neophyte or long serving, tend to perceive their preparedness in position classification and salary adjustment, leadership and specialized roles, and external recognition and achievements consistently. This also suggest that these components of ECPS are either well-communicated or uniformly implemented across experience levels which leads to share understanding or possibly a shred uncertainty. On the other hand, the result also show that the teachers have different assessments as to the competency-based promotion and tenure and experience. This further implies that the ECPS needs to offer more differentiated supports designed for teachers to various stages of their careers mostly in areas like the competency-based promotion and understanding how the tenure and experience factor to their career development. This also means that the mentorship initiatives or orientation modules might be of big help to bridge the gap in perception and preparedness of teachers of varying lengths of service. This is also to ensure that equitable access to information and opportunities across all service levels will be the key of fostering a better system to support the growth of every teacher under the ECPS framework.

In the study conducted by Breeze (2023) he cited some of the issues concerning the length of service of teachers as one of the bases for promotion. There are some teachers who have been in a short length of service but may be competently qualified for higher position and there are some who might have the potentials but are lacking of the documents needed for the position as well as the other achievements which would speak about their competence and alignment to the position they might be applying for. The school head shall take initiatives of bridging the gap between the two groups, making the system of promotion be accessible by everyone and shall cater the vacancy of position for every individual who might have attained the necessary qualifications and not just focus on the number of services of service to the school.

**Significant relationship between the level of awareness and the level of preparedness of teachers towards the Expanded Career Progression System?**

**Table 23.** Significant relationship between the level of awareness and the level of preparedness of teachers towards the Expanded Career Progression System.

Awareness	Preparedness	R-Value	Interpretation	P-Value	Interpretation
Competency-based promotion	Competency-based promotion	.596**	Strong Relationship	0.00	Reject Ho: Significant
	Position Classification and Salary Adjustment;	.605**	Strong Relationship	0.00	Reject Ho: Significant
	Tenure and Experience;	.644**	Strong Relationship	0.00	Reject Ho: Significant
	Leadership and Specialized Roles;	.561**	Strong Relationship	0.00	Reject Ho: Significant
	External Recognition and Achievements	.453**	Strong Relationship	0.00	Reject Ho: Significant
	Competency-based promotion	.610**	Strong Relationship	0.00	Reject Ho: Significant
	Position Classification and Salary Adjustment;	.563**	Strong Relationship	0.00	Reject Ho: Significant

	Tenure and Experience;	Tenure and Experience;	.622**	Strong Relationship	0.00	Reject Ho: Significant
	Leadership and Specialized Roles;	Leadership and Specialized Roles;	.533**	Strong Relationship	0.00	Reject Ho: Significant
	External Recognition and Achievements	External Recognition and Achievements	.427**	Moderate Relationship	0.00	Reject Ho: Significant
	Competency-based promotion	Competency-based promotion	.547**	Strong Relationship	0.00	Reject Ho: Significant
	Position Classification and Salary Adjustment;	Position Classification and Salary Adjustment;	.523**	Strong Relationship	0.00	Reject Ho: Significant
	Tenure and Experience;	Tenure and Experience;	.565**	Strong Relationship	0.00	Reject Ho: Significant
	Leadership and Specialized Roles;	Leadership and Specialized Roles;	.454**	Strong Relationship	0.00	Reject Ho: Significant
	External Recognition and Achievements	External Recognition and Achievements	.336**	Strong Relationship	0.00	Reject Ho: Significant
	Competency-based promotion	Competency-based promotion	.726**	Very Strong Relationship	0.00	Reject Ho: Significant
	Position Classification and Salary Adjustment;	Position Classification and Salary Adjustment;	.672**	Strong Relationship	0.00	Reject Ho: Significant
Leadership and Specialized Roles	Tenure and Experience;	Tenure and Experience;	.684**	Strong Relationship	0.00	Reject Ho: Significant
	Leadership and Specialized Roles;	Leadership and Specialized Roles;	.603**	Strong Relationship	0.00	Reject Ho: Significant
	External Recognition and Achievements	External Recognition and Achievements	.520**	Strong Relationship	0.00	Reject Ho: Significant
	Competency-based promotion	Competency-based promotion	.642**	Strong Relationship	0.00	Reject Ho: Significant
	Position Classification and Salary Adjustment;	Position Classification and Salary Adjustment;	.604**	Strong Relationship	0.00	Reject Ho: Significant
	Tenure and Experience;	Tenure and Experience;	.596**	Strong Relationship	0.00	Reject Ho: Significant
	Leadership and Specialized Roles;	Leadership and Specialized Roles;	.527**	Strong Relationship	0.00	Reject Ho: Significant
	External Recognition and Achievements	External Recognition and Achievements	.422**	Moderate Relationship	0.00	Reject Ho: Significant
	Competency-based promotion	Competency-based promotion	.642**	Strong Relationship	0.00	Reject Ho: Significant
	Position Classification and Salary Adjustment;	Position Classification and Salary Adjustment;	.604**	Strong Relationship	0.00	Reject Ho: Significant
External Recognition and Achievements	Tenure and Experience;	Tenure and Experience;	.596**	Strong Relationship	0.00	Reject Ho: Significant
	Leadership and Specialized Roles;	Leadership and Specialized Roles;	.527**	Strong Relationship	0.00	Reject Ho: Significant
	External Recognition and Achievements	External Recognition and Achievements	.422**	Moderate Relationship	0.00	Reject Ho: Significant
	Competency-based promotion	Competency-based promotion	.642**	Strong Relationship	0.00	Reject Ho: Significant
	Position Classification and Salary Adjustment;	Position Classification and Salary Adjustment;	.604**	Strong Relationship	0.00	Reject Ho: Significant
	Tenure and Experience;	Tenure and Experience;	.596**	Strong Relationship	0.00	Reject Ho: Significant
	Leadership and Specialized Roles;	Leadership and Specialized Roles;	.527**	Strong Relationship	0.00	Reject Ho: Significant
	External Recognition and Achievements	External Recognition and Achievements	.422**	Moderate Relationship	0.00	Reject Ho: Significant
	Competency-based promotion	Competency-based promotion	.642**	Strong Relationship	0.00	Reject Ho: Significant
	Position Classification and Salary Adjustment;	Position Classification and Salary Adjustment;	.604**	Strong Relationship	0.00	Reject Ho: Significant

Table 23 discloses the relationship between the level of awareness and the level of preparedness of teachers towards the Expanded Career Progression System. As disclosed

by the table, there is consistently significant and positive relationship between the awareness and preparedness across all components of the ECPS which are shown it all of the p-values 0.00 which indicates the rejection of the null hypothesis. The results also show the critical roles of awareness in building the confidence and readiness of teachers to engage with the ECPS framework. This also underscores the needs to robust information dissemination, the orientation of the programs and for the continuous professional development of teachers. This will be of big help to ensure that the teachers are well-informed, as this directly influences their ability to prepare for and to succeed within the new progression system.

The findings simply imply that the increasing awareness of teachers regarding the components of the Expanded Career Progression System is significant for enhancing their preparedness for its implementation. The strong and statistically correlation across all the components of ECPS also claims that when teachers are well-informed about the aspects such as the competency-based promotion, position classification and salary adjustment, tenure and experience, leadership roles and external recognition, they will be more equipped and ready to navigate the new system.

Based on the salient findings of the study, the researcher came up with this program:





### Terminal Objective:

This program aims to strengthen the awareness and preparedness of teachers towards the Enhanced Career Progression System through the targeted interventions that promote the equitable access, capacity building, and integration of the principles of ECPS to the school based professional development.



### Specific Objectives

The overall implementation of this program is guided of the following objectives:

1. Improve the understanding of teachers towards the components, structures, and policies of the Expanded Career Progression System through the sustained information dissemination and awareness building initiatives;
2. Improve the teachers' competence and readiness to the career advancement by providing them targeted training, leadership development, and promotion-aligned support activities; and
3. Ensure the inclusive and equitable implementation of ECPS by addressing the diverse needs of teachers across varying demographics and professional background

### The Implementation Plan

Key Result Area	Objectives	Activities	Persons involved	Time Frame	Resources Needed	Success Indicators
Teachers' Awareness on ECPS Components	Enhance the awareness and understanding of teachers towards the ECPS across all teacher-demographics	Facilitate a school-wide orientation session about ECPS	Teacher School Head Representatives from the division office	June, 2025 (a week before the opening of classes)	Teacher Development fund MOOE	100% of teachers shall have been able to improve their awareness and understanding towards the ECPS
		Distribute ECPS visual guides or infographics	School head Division Office personnel	Last week of June 2025	Printing materials	The ECPS visual guides or infographics shall have been distributed to 100% of teachers
		Develop an online ECPS Information portal	Information Technology Officer of the Division Office  Teachers  School heads	First week of July  The information portal shall be implemented year-	No funds needed	90% or more teachers shall have been aware about the nature of ECPS through the ECPS information portal

				round from the day it was develop ed		
		Launch monthly ECPS information bulletin that can be accessed by all teachers	Informati on Technolo gy Officers of Division Office  Teachers  School Heads	July, 2025  The informat ion bulletin shall have been accessed by the teachers year- round	No funds needed	The awareness of teachers towards the ECPS shall have been boosted by at least 85% through ECPS information Bulletin
		Conduct Q and A forum with the HR and policy experts	HR Represent atives  Policy experts	July, 2025 during the first meeting with the School Head and HR represen tative	No funds needed	100% of teachers shall have been fully understood the nature of ECPS and the policies
<b>Capacity building for Career Advancem ent</b>	Equip the teachers with the practical skills for the possible promotion and leadership	Conduct workshops on portfolio and application preparation and writing	School Head Teachers	July during the second SLAC	Teacher Development Fund from school canteen  Workshop kit	95% of teachers shall have been equipped in making creative portfolio needed for their promotion
		Facilitate training focused on leadership and coaching	School head  Resource Speaker  Teachers	August, 2025	Teacher Development Fund from school canteen	95% of teachers shall have been trained on leadership

		Conduct mock interview session and review simulation	School head Teachers  HR Representative	September, 2025	Workshop kit Teacher development fund  MOOE	and coaching 95% of teachers shall have been able to improve their capabilities for promotion due to their readiness in the interview and through the intensive simulation
		Provide platform for the teachers to showcase their accomplishments that are suited to the requirements for their target promotion	School head Teachers  HR Representative		No funds needed	The teacher shall have been able to prepared the documents and their accomplishments to meet the requirements on the certain higher position.
	<b>Equity in Preparedness across demographics</b>	Ensure that there is inclusive and differentiated support for all teachers despite of their background and profile	Design customized learning modules for new and veteran teachers	School head  Learning Resource Coordinator  Teachers	October, 2025 during the In-Service Training	Teacher development fund  95% of teachers shall have been guided by the modules whether they are new or seasoned on their profession
			Create a peer mentoring group based on	School Head  Teachers	Year-round  No funds needed	95% of teacher shall have been able to be guided on possible

	their career stage	Key Teachers			promotion through the help of the school heads and the key teachers
	Facilitate a coaching clinic zero-in on gaps	School head Master Teacher Teachers	September, 2025 during the 3 <sup>rd</sup> SLAC	No funds needed	100% of teachers shall have been coached by the school heads and the master teachers to determine the gaps and find the best solutions
	Organize focus groups discussion by demographics to identify their unique needs	Teachers School head	November, 2025	Teacher-development funds	95% of teachers shall have been organized in focus group discussion to determine their unique needs to find the best ways to help the teachers on their possible promotion under the ECPS
	Promote gender sensitive learning environment and promote the equality of teachers	Teachers School heads	December, 2025 during the first GAD or Gender and Development training	No funds needed	1000% of teachers shall have been able to achieve gender sensitive learning environment help the

		towards ECPS				teachers on their journey towards promotion regardless of their sex or gender.
<b>Integration of ECPS in School Planning</b>	Ensure the alignment of the school system to the professional growth of teachers with the ECPS goals	Integrate the ECPS objectives to the Enhanced School Improvement Plan	School Planning Team  School Head  Teachers	January, 2026 during the first review of E-SIP	No funds needed	At least 85% of the ECPS objectives shall have been integrated to the Enhanced School Improvement Plan
		Align the IPCRF goals to the competencies needed in the ECPS	School head  Teachers	February, 2026 during the mid- year review of IPCRF	No funds needed	95% of teachers shall have been able to ensure that their activities and performance are all aligned to the competencies included in the ECPS
		Conduct a monthly school- based monitoring of the ECPS implementation	School head Teachers Master Teachers	Year- round	No funds needed	The school shall have been able to conduct monthly monitoring of the ECPS implementation lead by the school head and the master teachers by 95%
		Facilitate the regular review of	School head Teachers	March, 2026	Teacher Developmental Funds	90% of teachers' performance

teachers' progress against the ECPS benchmarks	Master Teachers	from school canteen	e and preparation for the promotion in the ECPS shall have been effectively reviewed.
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#### 4. Conclusion

In the light of the foregoing findings, the following conclusions are drawn:

- a. The teachers involved in this study is mainly composed of individuals under mid-adulthood, which is primarily characterized with a balance of energy and experience in their professional roles. The field of education is predominantly female, which highlights the ongoing gender trends in the teaching profession. Majority of teachers have pursued advanced studies, which indicate a strong commitment to academic and professional development. Majority of them have possess substantial teaching experience which is pointing to a stable and seasoned educational workforce.
- b. The teachers demonstrate a high level of awareness towards the ECPS across its components. They also exhibit strong familiarity to the principles of competency-based promotion as well as with the system structure concerning their position classifications as well as their salary adjustment. Likewise, the teachers show substantial awareness of the roles of tenure and experience in career advancement. Moreover, their understanding also extends to the leadership opportunities and specialized roles, along with the significance of the external recognition and their achievements. Collectively, it suggests that teachers are well-informed about the policies and frameworks in guiding their professional growth within the system.
- c. The teachers generally perceived themselves prepared for the ECPS across all its components especially in terms of competency-based promotion, position classification, and the roles of tenure and experience as part of their professional advancement. Additionally, teachers have shown their preparedness in terms of assuming leadership and special roles, as well as meeting the criteria related to external recognition and the achievements. Collectively, the result show that while teachers are broadly prepared to engage with the system, there remains room for further support and capacity building to improve their preparedness in certain areas.
- d. The absence of significant difference as to the awareness across the age and sex implies similar perception towards ECPS among teachers regardless of generation or gender-based distinctions. This also suggests that awareness with the system may not broadly disseminated across their demographic profile. Conversely, the presence of significant difference based on educational attainment and length of service also indicates their awareness are shaped by their professional background and their academic exposures. This also means that teachers with higher educational qualifications or longer service may interpret and internalize key aspects of ECPS differently mainly on the areas that demand greater leadership involvement or external validation
- e. The preparedness of teachers for the Expanded Career Progression System vary based on their specific demographic profile. Significant difference in the assessment related to competency-based promotion and position classification suggest that age and the length of service influence how the teachers perceived their advancement opportunities. The difference in sex in external recognition implies the differing experiences of professional acknowledgement. In contrast, the consistency areas across groups indicates a shared understanding of certain ECPS components. This also

- reflects the nuanced ways by which the professional and demographic factors shape with career progression frameworks.
- f. The consistent and significant relationship between teachers' level of awareness and their level of preparedness across all components of ECPS implies that the increased awareness is closely related within heightened sense of preparedness. The result also means that teachers who are more informed about the system are more likely to feel more equipped to engage with the process as well as the requirements, this also highlights the integral roles of awareness in shaping the perceptions of preparedness within professional advancement structures.
  - g. The activities in the Teacher Development Program are expected to bring positive impact to improve the awareness and preparedness of teachers towards ECPS. Further, the activities are based on the major findings of the study gearing towards the improvement of their awareness and preparedness, and so, more teachers will be more equipped with the competence needed in the position they will be applying for.

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