

Effectiveness Of The Expanded Career Progression Scheme Among Teachers: Implication For Career Advancement In Tingloy National High School

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Abstract

This study examined the effectiveness of the Expanded Career Progression Scheme (ECPS) among teachers at Tingloy National High School for School Year 2025–2026, and its implications for career advancement. Specifically, it assessed and described the profile of the respondents and the effectiveness of ECPS in terms of professional growth, fairness and transparency of evaluation processes, access to promotion and career mobility, and motivation and job satisfaction. It also identified factors contributing to career advancement under ECPS, determined the challenges encountered in its implementation, and proposed enhancement activities to improve the implementation of the scheme.

A descriptive-evaluative research design was employed, utilizing a researcher-made questionnaire administered to 36 teaching personnel and 7 non-teaching personnel. Data was analyzed using frequency counts, percentages, weighted mean, and ranking to interpret respondents' perceptions of ECPS.

Findings revealed that respondents were mostly young, with many having less than ten years of teaching experience, and the majority holding master's degrees. The ECPS was found to be effective in promoting professional growth, career mobility, motivation, and job satisfaction, all interpreted as strongly agree based on composite mean scores. Respondents generally viewed the system as fair and transparent, although some concerns were noted regarding the clarity of evaluation criteria and communication processes.

Moreover, ECPS was identified as a strong contributor to professional upliftment, promotion opportunities, sustainability of teaching careers, and job satisfaction. However, moderate challenges in ECPS implementation were also identified, including stress in compliance, policy misinterpretation, workload pressures, limited orientation, and communication gaps. Despite these challenges, the scheme was generally perceived as manageable and beneficial.

Based on the findings, enhancement activities were proposed, including strengthened orientation programs, improved communication systems, better workload management, increased transparency in evaluation, enhanced monitoring support, and technical training for documentation.

The study concluded that the Expanded Career Progression Scheme (ECPS) significantly contributes to teachers' professional development, career advancement, and job satisfaction, while recommending and highlighting areas for improvement to enhance its implementation.

Keywords: *Expanded Career Progression Scheme, teacher development, career advancement, job satisfaction, professional growth, ECPS implementation*

Introduction

Historically, the Department of Education has long recognized the need to reform its promotion systems to address teacher stagnation. The earlier Career Stage Framework (DepEd Order No. 66, s. 2007) and the Results-Based Performance Management System (RPMS) served as foundations for evaluating teacher performance. Never, limitations in career mobility and recognition of non-administrative excellence prompted the creation of the Extended Career Progression Scheme (ECPS), which aims to provide a broader, more inclusive and flexible career ladder for teachers.

In addition, the ECPS seeks to align the career advancement of teachers with the principles of the Philippine Professional Standards for Teachers (PPST). It emphasizes professional growth through continuing education, classroom innovation, and community involvement. According to the Department of Education (DepEd, 2023), the ECPS allows teachers to advance within the classroom-based track without necessarily moving into administrative roles, thus promoting mastery in teaching practice.

According to Republic Act No. 12288 (Career Progression System for Public School Teachers and School Leaders Act), career progression refers to the professional development and career advancement of teachers and school leaders in terms of, but not limited to, standards-based competencies and skills, position and stature, remuneration and incentives, and qualifications and development goals.

Calls for a systems perspective on teacher career development have been voiced in recent years (Qin, 2021). Career progression for teachers enhances their skills and improves education quality. Expanded career progression indeed plays a significant role in the professional and personal development of teachers. In the education sector, it serves as both an acknowledgment of competence and a motivational factor that encourages continued growth, commitment, and excellence in teaching. For many educators, the opportunity for promotion signifies validation of their hard work, skills, and dedication to their students and institutions. It can lead to enhanced morale, increased job satisfaction, and financial stability.

Likewise, teaching is a noble profession that plays a crucial role in shaping society, but for decades in the Philippines, career progression for public school teachers has been narrow, and there have been limited promotion opportunities, with a considerable number of teachers retiring as Teacher I due to narrow career pathways and constrained Plantilla items. This concern was explicitly acknowledged at the national level, leading to calls for a dynamic and equitable promotion system.

Despite efforts to systematize teacher career development, a range of personal, socio-cultural, economic, and political factors have been found to influence individuals' willingness to consider teaching as a career (Van den Borre et al., 2021) and their decisions to remain in the profession until retirement. To gain a comprehensive understanding of the teacher shortage challenge, it is not enough to focus solely on "push factors", which pertain to the adverse work-related conditions that drive teachers away from the profession. Equally important are the "pull

factors” that attract teachers to the profession and encourage them to further their careers (Amitai & Van Houtte, 2022, p. 2). In this respect, teachers should be seen as negotiating their careers amidst push and pull factors, and constructing their own career development trajectories (A & Houtte, 2022).

However, despite its potential benefits, career progression can also bring about unintended challenges. Some teachers experience increased pressure, workload, or stress, while others may feel disillusioned by perceived favoritism, complex requirements, or limited advancement opportunities. These issues can affect not only individual performance but also the overall work environment and collegial relationships within schools.

The teaching profession stands as a cornerstone of national development, fundamentally shaping future generations and contributing significantly to societal progress. In the Philippines, teachers are recognized as pivotal figures in molding the youth and fostering nation-building by the Department of Education. The Department consistently emphasizes that quality learning is directly contingent upon quality teaching, thereby highlighting the critical importance of enhancing teacher quality for sustainable national development (Department of Education, 2024).

Nevertheless, several challenges in implementation have been documented. Studies by Bautista and Magsino (2023) and Torres (2022) found that teachers often struggle with the documentation requirements, particularly in preparing extensive portfolios and evidence of practice. Furthermore, disparities in access to professional development programs create inequities among teachers in different regions and schools. These issues highlight the need for continuous evaluation of the scheme’s effectiveness and fairness.

In response to these challenges, the Department of Education (DepEd) has implemented various initiatives to motivate, develop, and retain competent teachers. One such initiative is the Expanded Career Progression Scheme (ECPS), designed to provide teachers with a clearer, more structured, and merit-based pathway for promotion. The ECPS was introduced to address long-standing issues in the traditional career progression system, where promotions were often limited to administrative positions and heavily reliant on tenure. Under the new framework, teachers are evaluated through a combination of performance indicators, professional development accomplishments, and evidence-based documentation of their contributions to teaching and learning. This policy shift aims to ensure that advancement is determined by professional growth and competence rather than tenure alone.

In contrast, career stagnation occurs when employees feel trapped in their current positions, lacking motivation or opportunities for growth. Research by Ames and Flynn (2021) suggests that unclear promotion systems and excessive bureaucratic demands can lead to professional burnout and dissatisfaction among teachers. Within the context of the ECPS, genuine career advancement should therefore be reflected not only in rank movement but also in enhanced teaching quality, professional recognition, and sustained motivation. In the context of the ECPS, career advancement should ideally be reflected in enhanced teaching quality, motivation, and recognition. However, when the promotion process becomes overly procedural

or inaccessible, teachers may experience stagnation despite their competence and dedication. Thus, examining how teachers perceive the ECPS provides insight into whether the policy effectively fulfills its purpose.

The ECP System introduced two distinct and formalized career pathways: the Classroom Teaching (CT) Career Line and the School Administration (SA) Career Line (Republic of the Philippines et al., 2024). The CT Career Line is designed for teachers primarily involved in classroom instruction, encompassing positions from Teacher I up to Teacher VII, and Master Teacher I up to Master Teacher V. Conversely, the SA Career Line is tailored for educators aspiring to leadership roles, including School Principal I to School Principal IV. A notable feature of this expanded system is the flexibility it offers teachers by holding the position of Master Teacher I, who can choose to pursue either the CT or SA career line. Furthermore, switching between these career lines is permitted, provided the individual meets all required qualifications and competencies for the target position (Republic of the Philippines et al., 2024).

Moreover, having established the foundational key policies that govern teacher professional growth, it is essential to explore how these policies translate into concrete pathways for career advancement. These frameworks, such as the Expanded Career Progression System and the Philippine Professional Standards for Teachers, delineate the specific routes and requirements for teachers to progress through the system.

In an era of rapid global educational transformation, teachers are continually challenged to reassess and refine their competencies, dispositions, and knowledge to remain effective (SEAMEO INNOTECH, 2020). This foundational role necessitates a robust, supportive system for career progression to ensure that educators are continuously motivated, professionally developed, and retained within the sector (Department of Education, 2024).

Within DepEd, career advancement is facilitated through specific promotion and reclassification mechanisms. "Promotion refers to the advancement of a career employee from one position to another with an increase in duties and responsibilities as authorized by law and usually accompanied by an increase in salary" (Department of Education, 2024). "Reclassification," on the other hand, is a staffing modification applied when there is a substantial change in the regular duties and responsibilities of an incumbent position. DepEd Order No. 020, s. 2024 provided detailed guidelines, procedures, criteria, and a point system for recruitment, assessment, selection, and appointment to higher teaching positions, including Teacher II–VII, Master Teacher I–V, Special Science Teacher I, and Special Needs Education Teacher I–V (Department of Education, 2024).

The new system is not only intended to motivate teachers to progress, but most significantly, to prevent them from leaving. In fact, a good number of teachers left public school for better-paid overseas jobs. The problem is expected to continue as the teacher's salary, ranging from P 25,000 to P 30,000, is not enough to support the needs of his or her own family. With the salary standard in DepEd, teachers remain underpaid (Philippine Institute for Development Studies [PIDS], 2021). As much as a teacher desires promotion, the slot remains very limited. The issue is not only real in the Philippines but even in the international level as

well. The U.S. experienced an alarming rate of public-school teachers who left the teaching field. One of the teachers' reasons was low salaries (Choi, 2023). Like the case in the Philippines, teachers left for better-paid jobs in other industries. The implementation of the new Expanded Career Progression is presumed to motivate all public-school teachers and prevent them from leaving for better-paying jobs.

On the contrary, the implementation of the ECPS has received mixed reactions among teachers. While some teachers view it as a motivating opportunity for professional recognition and advancement, others perceive it as an additional burden due to the extensive documentation and requirements involved. These differing perspectives and contrasting views raise important questions regarding whether the ECPS truly promotes career advancement or unintentionally leads to career stagnation.

Along this line, Teachers' perceptions of the ECPS are particularly important because they directly influence motivation, work performance, and job satisfaction. If the scheme is perceived as inaccessible, overly demanding, or inequitable, it may fail to fulfill its purpose of professionalizing and strengthening the teaching workforce. Consequently, examining teachers' experiences with the ECPS is necessary to determine whether the policy effectively promotes career progression or reinforces feelings of professional limitation.

At the school level, the implications of the ECPS become more evident. In the context of Tingloy National High School, a public secondary school located in a geographically isolated municipality in Batangas, the implementation of ECPS carries unique implications. Teachers in rural and island schools often face limited access to professional development programs, fewer opportunities for specialization, and logistical constraints in fulfilling competency and documentation requirements. While the ECPS promises to alleviate stagnation and provide clearer career trajectories, its effectiveness in this context depends on equitable access to training, transparent evaluation processes, and adequate support from education authorities.

This study is therefore anchored in the need to determine whether the Expanded Career Progression System genuinely addresses long-standing concerns about career stagnation among teachers in Tingloy National High School. Specifically, it seeks to examine how the ECPS influences teachers' career advancement opportunities, motivation, and professional recognition, and to identify the barriers that hinder its effective implementation. The findings are expected to provide evidence-based insights for school leaders and policymakers in strengthening career development frameworks that more equitably support and empower teachers, particularly in rural and geographically isolated school contexts.

Review of related literature

This part of the study presents the key concepts and other significant information related to research on teacher career progression, with particular focus on the effectiveness of the Expanded Career Progression Scheme (ECPS). It synthesizes relevant theories, empirical findings, and issues discussed in previous studies to establish the theoretical and empirical foundation of the present research and to clarify the context in which the study is anchored.

The teaching profession has long been recognized as a crucial component of national development, primarily because teachers shape the skills, values, and competencies of future generations. According to DepEd (2024), improving educational quality requires strengthening teacher competencies through continuous professional development and well-structured career progression systems. Globally, studies such as those by SEAMEO INNOTECH (2020) highlight the need for teachers to adapt to rapid educational changes, particularly in pedagogy, technology integration, and learner-centered instruction.

In the Philippines, the promotion system for teachers traditionally relied heavily on tenure and administrative pathways, as outlined in DepEd Order No. 66, s. 2007. Although this system offered advancement opportunities, it often limited mobility for teachers who preferred to remain in classroom-based roles. As a result, many educators experienced career stagnation due to the lack of diversified pathways for professional growth.

To address these limitations, the Department of Education introduced the Extended Career Progression Scheme (ECPS), which aims to diversify promotion pathways and emphasize merit-based advancement aligned with the Philippine Professional Standards for Teachers (PPST). The ECPS framework aligns promotion criteria with the Philippine Professional Standards for Teachers (PPST), focusing on demonstrated competencies rather than tenure alone, emphasizing instructional effectiveness, reflective teaching, and evidence-based performance appraisal.

The PPST stands as a competency-based framework, but its effectiveness is limited by financial, time, and logistical barriers (Department of Education, 2017; Chin et al., 2022). While expanded career pathways offer opportunities for specialization, systemic issues such as bias and lack of information persist (Republic of the Philippines et al., 2024). Although financial incentives and supportive leadership are important, further research is needed to assess their long-term impact (Apay et al., 2024).

Relevant policies include DepEd Orders on Recruitment, Selection, and Appointment to Higher Teaching Positions, which provide operational guidelines for career progression. DepEd Order No. 020, s. 2024 represented the latest comprehensive set of guidelines for recruitment, selection, and appointment to higher teaching positions, aligned with the Civil Service Commission (CSC) rules and the DepEd Merit Selection Plan (MSP) (Department of Education, 2024). The Continuing Professional Development (CPD) Act of 2016 (RA 10912) mandates and strengthens the Continuing Professional Development Program for all regulated professions in the Philippines, including teachers (Republic Act No. 10912, 2016). CPD is defined as the “inculcation of advanced knowledge, skills and ethical values in a post-licensure specialization or in an inter- or multidisciplinary field of study...” (Republic Act No. 10912, 2016).

Additionally, the ECPS system emphasizes competency-based assessment, requiring teachers to demonstrate mastery in pedagogy, classroom management, and learner support. According to Vidal (2026), promotion is tied not only to tenure but also to instructional effectiveness, performance ratings, and professional development achievements. This merit-

driven structure encourages continuous learning and aligns teacher growth with improved educational outcomes.

Moreover, Professional development (PD) is widely recognized as a crucial driver for teacher career progression, directly influencing teaching practices, confidence, and ultimately, student achievement (Aquino et al., 2023). Professional development encompasses a variety of activities, including higher academic degrees, research, technology skills, and participation in continuous professional development programs (Chin et al., 2022; Jaminal, 2025).

On the other hand, ECPS highlighted the importance of training aligned with career pathways. Silva & Rodrigues (2025) examined how training and competency acquisition influence performance appraisal and career progression among public sector employees. They found that training indirectly boosts job satisfaction by improving performance appraisal outcomes and facilitating career advancement, highlighting the importance of aligning development with transparent evaluation systems and career pathways.

Furthermore, the alignment between training initiatives and transparent career pathways ensures that employees see a tangible connection between their development efforts and future opportunities. This interplay suggests that training is most effective when embedded in a system that values competency acquisition, applies fair evaluation standards, and provides clear advancement paths. Ultimately, the findings emphasize that professional development cannot be isolated from organizational structures; it must be integrated with appraisal systems and career progression frameworks to maximize its impact on satisfaction and long-term performance.

Recent studies (e.g., in Education Research Africa, 2025) found that career development opportunities positively influence teacher performance and growth, indicating that structured career progression systems can have broader impacts on instructional quality. By providing structured career progression systems, schools can enhance teacher performance, as educators feel more motivated and empowered to improve their teaching practices when they see clear pathways for advancement. This reinforces the idea that career development is not just about individual satisfaction or promotion, it has broader systemic effects on the quality of education delivered in classrooms.

Mangalindan, Sablad & Dela Rosa (2025) investigated career progression and professional development among public school teachers in Tarangnan District (Samar), Philippines. The study identified limited training opportunities, insufficient institutional support, and contextual factors (school culture and community engagement) as influences on teachers' career advancement. These constraints hinder educators' ability to acquire new competencies and position themselves for promotion. Beyond structural issues, contextual factors such as school culture and community engagement also play a critical role.

A supportive school environment and active community involvement can foster professional growth, while weak institutional backing or disengaged communities can stall career trajectories. Overall, the findings emphasize that teacher development is not solely dependent on individual effort but is shaped by systemic and cultural conditions. Strengthening training

programs, enhancing institutional support, and cultivating positive school-community relationships are, therefore, essential to improving career advancement pathways for public school teachers.

Several studies provide insights into ECPS implementation, and several challenges affect its effectiveness. Bautista and Magsino (2023) report that while ECPS expands career opportunities, teachers find the documentary requirements overwhelming and time-consuming.

Similarly, Torres (2022) noted disparities in access to professional development, particularly in remote areas, creating unequal opportunities for promotion. Despite these challenges, the ECPS framework aligns with global best practices by emphasizing continuing professional development, reflective teaching, and evidence-based performance appraisal.

Jaminal (2025) explored the challenges basic education teachers face in professional growth and promotion in the Philippines. Themes included inadequate guidance, lack of knowledge about promotion processes, limited motivation, and financial constraints for further study, underlining major obstacles to career progression within schools. Together, these factors create significant barriers to career advancement, highlighting that professional development is not merely an individual responsibility but is deeply influenced by institutional structures and socioeconomic realities. Jaminal's findings suggest that addressing these obstacles requires systemic reforms—such as clearer promotion guidelines, stronger mentorship, and financial support mechanisms—to ensure that teachers can fully realize their potential and contribute more effectively to the education sector.

Moreover, in the study of Navalta's (2024), it revealed that teachers generally have a strong awareness of ECPS requirements, yet challenges arise in linking promotion processes to compensation, understanding administrative roles, and managing workload demands associated with promotion documentation. The study recommended capacitation programs focusing on mentorship, targeted training, and workload management. Supporting these findings, Raquim et al. (2025) found that while ECPS offers transparent and performance-based promotion, many teachers experience difficulty in preparing documentary evidence and interpreting policy guidelines correctly. The need for clearer orientations and consistent communication about promotion requirements was emphasized.

Additionally, Agpuldo (2024–2025) studied public elementary school teachers' awareness of the Expanded Career Progression System (ECPS) in Apayao. Results showed varying levels of understanding regarding its components—such as the Career Teaching Line, Mode of Promotion, and Qualification Standards. The study emphasized the need for better dissemination of information and training to ensure teachers are prepared to navigate the system effectively.

Furthermore, Nicer (2025) explored how teachers within the Department of Education (DepEd) perceive promotion processes under career progression systems. Findings reveal that while opportunities exist, competition is intense due to limited positions, especially in desirable

locations or higher ranks. This creates frustration among qualified teachers who feel constrained by structural bottlenecks.

According to Capistrano and Tamayo (2025), foundational policies such as the Philippine Professional Standards for Teachers (PPST) and the Expanded Career Progression System were intended to create structured professional growth opportunities for teachers. Their review found that while policy direction is strong, implementation barriers persist, including insufficient institutional support and financial limitations for professional development.

ECPS positively influences teachers. A 2025 study in Tanzania examined teachers' expectations versus achievements in career progression, revealing how promotion prospects and perceived progression influence teacher retention and motivation, thereby linking career advancement with long-term commitment to classroom teaching. The findings revealed that when teachers perceive clear opportunities for advancement and feel that their progression is recognized, they are more likely to remain committed to classroom teaching and sustain long-term engagement in the profession.

Conversely, when promotion prospects are limited or progression feels stagnant, teachers often experience diminished motivation, which can negatively affect both their performance and their willingness to stay in the system. This study underscores the strong link between career advancement and teacher retention, suggesting that transparent promotion pathways and supportive professional development structures are essential not only for individual growth but also for maintaining a stable and motivated teaching workforce.

Peiris (2024) analyzed how career satisfaction and advancement opportunities affect job attitudes and turnover intentions in employees (not education-specific), but relevant to your study's focus on ECPS's motivational impact. The findings support the idea that career progression opportunities correlate positively with job satisfaction and lower turnover intentions. In other words, when employees perceive clear pathways for progression and feel satisfied with their career trajectory, they are more likely to remain committed to their organizations and less likely to seek employment elsewhere. This finding reinforces the motivational impact of career progression systems, aligning closely with the themes identified in Silva & Rodrigues (2025), Mangalindan et al. (2025), Jaminal (2025), and the Tanzanian study (2025).

Consistent with this perspective, Tabudlong and Alo (2025) found that teachers perceive ECPS positively, noting the high relevance of competency standards and strong alignment with their professional growth objectives. Their study showed a significant relationship between teachers' perceptions of ECPS and the extent of their career advancement efforts, suggesting that positive perception motivates engagement in professional development.

In the book *The Teaching Life: Professional Learning and Career Progression* (2021), Jones and Macpherson emphasized that teachers require continuous professional learning and clear career pathways to achieve fulfillment and success in the teaching profession. They explained that career progression supports the enhancement of teachers' instructional skills, leadership abilities, and professional competencies (pp. 1–15). Furthermore, they found that

effective professional learning has a positive influence on teacher motivation, job satisfaction, and long-term commitment to the profession. Teachers who are provided with meaningful professional growth opportunities are more likely to remain engaged and productive in their roles (pp. 20–35).

Similarly, Fox et al. (2022) in *Harnessing Professional Development for Educators: A Global Toolkit* highlighted that continuing professional development (CPD) strengthens teachers' professional identity, leadership capabilities, and career advancement opportunities. The authors stressed that professional learning enhances teachers' competence and motivation, while also preparing them for higher responsibilities and leadership roles (pp. 1–14). This literature is relevant to the present study because the Expanded Career Progression Scheme (ECPS) also aims to improve teachers' competencies and provide structured opportunities for professional advancement.

Freeman (2024) further emphasized that structured professional development programs enhance teacher learning, instructional effectiveness, and reflective practice. These improvements contribute significantly to teachers' professional growth and readiness for higher career positions (Chapter 2–3).

White and McCallum (2022) explained that teacher well-being and professional engagement are strongly influenced by access to meaningful development opportunities. They found that when teachers are supported through professional learning systems, their motivation, job satisfaction, and commitment to teaching increase, which are essential factors in career progression (Chapters 1 & 4).

Han et al. (2024) stressed that modern professional development systems, especially those enhanced by digital learning tools, improve teachers' leadership skills, adaptability, and instructional quality. These competencies are necessary for educators seeking advancement in professional ranking systems (Chapter 5–6).

Sadeghi and Thomas (2023) further noted that teacher training programs that are continuous and structured lead to improved teaching performance and long-term professional development. Their findings support the importance of systematic career development pathways for educators (Chapters 2–3).

Despite the potential of ECPS, several challenges continue to affect its effectiveness, including documentation burdens, limited access to training opportunities, misinterpretation of policies, and administrative inconsistencies, which may hinder its intended outcomes and lead to career stagnation among teachers.

Overall, the literature indicates that while ECPS has strong potential as a transformative career progression, its success depends heavily on sustained institutional support, clear and consistent communication, and balancing fairness and equitable access to development resources. Evaluating ECPS in a specific context, such as Tingloy National High School, may therefore

generate valuable insights into whether the system genuinely promotes career development or perpetuates career stagnation among teachers.

Statement of the problem

This study aims to examine the Effectiveness of the Expanded Career Progression Scheme among Teachers: Implications for Career Advancement in Tingloy National High School, SY 2025-2026.

Specifically, it seeks to answer the following questions:

1. What is the profile of the teacher-respondent relative to:
 - 1.1 age;
 - 1.2 years in service;
 - 1.3 current position; and
 - 1.4 educational attainment?
2. How effective is the ECPS in terms of:
 - 2.1 opportunities for professional growth;
 - 2.2 fairness and transparency of evaluation processes;
 - 2.3 access to promotions and career mobility; and
 - 2.4 motivation and job satisfaction?
3. How contributory are the factors below to career advancement under ECPS among teachers in terms of:
 - 3.1 opportunities for professional upliftment;
 - 3.2 access to promotions and career mobility;
 - 3.3 sustainability of the teaching career; and
 - 3.4 job satisfaction?
4. What challenges are encountered by teachers and non-teaching personnel in the implementation of ECPS?
5. Based on the results of the study, what enhancement activities may be proposed?

Research Design

This study will employ a descriptive-evaluative research design, which is a methodological approach that integrates both descriptive and evaluative strategies. The descriptive aspect was used to present the demographic profile of teacher-respondents (age, years in service, current position, educational attainment). The evaluative aspect assessed the effectiveness of Expanded Career Progression (ECPS) in terms of professional growth, fairness, career mobility, and motivation, as well as the challenges encountered in its implementation. This design was chosen because it allows both factual description and critical assessment of the program.

By combining these two approaches, the descriptive-evaluative research design allows researchers to both capture reality as it exists and critically examine its merit, efficiency, or fairness. Recent studies, such as Padillo, Manguilimotan, Capuno, and Espina (2021),

demonstrated the application of this design in evaluating professional development activities for teachers, showing how descriptive profiles contextualize evaluative findings. This design is particularly useful in education, healthcare, and social sciences, where understanding both the context and the outcomes is essential for evidence-based decision-making and program improvement.

Participants:

This study will focus on evaluating the Effectiveness of the Expanded Career Progression Scheme (ECPS) Implications for Career Advancement among 36 teaching personnel and 7 non-teaching personnel of Tingloy National High School. Specifically, it examines the effectiveness of ECPS in terms of professional growth, fairness, access to promotion, and its impact on motivation and job satisfaction. The study also identifies factors contributing to career advancement and the challenges encountered in ECPS implementation.

Instruments

The main instrument to be used in gathering data for this study is a researcher-made questionnaire. The survey questionnaire served as an essential tool in gathering data on the effectiveness of the Expanded Career Progression Scheme. Through a structured set of questions, it enables the researchers to systematically gather information on teachers' perceptions, experiences, and insights regarding the implementation and effectiveness of the scheme.

The instrument is designed to generate quantitative data on key areas such as career advancement opportunities, motivation, professional growth, job satisfaction, fairness and transparency, and the challenges in the implementation of the Expanded Career Progression Scheme (ECPS). By using a carefully constructed and validated questionnaire, the study can obtain reliable and comprehensive information on how teachers evaluate the effectiveness of the Expanded Career Progression Scheme (ECPS) in supporting their professional growth and development.

Procedure

To accomplish the intended goal, through a letter of request, after the validation and finalization of the research instrument, the researcher will formally request permission from the School Principal of Tingloy National High School to conduct the study. Upon approval, the researcher will personally administer the researcher-made questionnaire to the identified respondents, consisting of 36 teaching personnel and 7 non-teaching personnel.

Before the distribution of the questionnaires, the purpose of the study and the instructions for answering will be clearly explained to the respondents. The respondents will be informed that their participation is voluntary and that all responses will be treated with confidentiality and used solely for academic purposes.

To ensure data privacy, the researcher ensured that the data and research of the study were treated with confidentiality in compliance with the Republic Act No. 10173, otherwise known as the Data Privacy Act, which aims to protect the fundamental right of privacy of communication while ensuring the free flow of information to promote innovation and growth.

The questionnaires will be administered using a paper-and-pen format and will be completed within one day. After the respondents have answered the questionnaires, the researcher will personally retrieve all completed forms on the same day to ensure a complete and organized collection of data. The gathered data will then be checked, encoded, and prepared for statistical analysis.(e.g., “pretest, 4-week mobile coaching intervention, posttest”)

Data Analysis

To achieve the objectives of the study, the researcher will make use of the following data analysis plan. The following analysis plan will be used.

The data collected from the respondents will be analyzed using appropriate descriptive statistical tools. Frequency counts and percentages will be used to describe the demographic profile of the respondents in terms of age, years in service, current position, and educational attainment.

Frequency Count. This will be used to see the distribution of answers and determine the magnitude of the frequency in relation to the overall score or outcome.

Percentage. This will be used to determine the positional importance of the response.

Ranking. This will be used to determine the positional importance of the response.

To determine the level of effectiveness of the Expanded Career Progression Scheme in terms of professional growth, fairness, career mobility, and motivation, the weighted mean will be used. The computed means will be interpreted using the Likert scale.

Weighted Mean. The researcher used the weighted mean in order to weight the value of information according to its importance.

The statistical treatment of data used to determine the percentage of acquiring value of information was the weighted mean formula as shown below:

$$\text{Weighted mean (x)} = \frac{f(X_1 + X_2 \dots X_m)}{n}$$

Where:

WM = weighted mean

f = frequency of score

X= raw score

n= total number of respondents

The challenges encountered in the implementation of the Expanded Career Progression Scheme will likewise be analyzed using frequency counts and weighted means. All results will be presented in tables and will be interpreted based on the objectives of the study. The analyzed data will serve as the basis for drawing conclusions and formulating enhancement activities to improve the program.

Results and Discussion

Table 1
Characteristics of the Respondents Profile

Profile Variables	Frequency	Percentage
Age		
20-29 years old	12	27.9%
30-39 years old	14	32.6%
40-49 years old	11	25.6%
50-59 years old	6	14.0%
60 years old and above	0	0
Years in Service		
Less than 1 year	1	2.3%
1-5 years	13	30.2%
6-10 years	9	20.9%
More than 10 years	20	46.5%
Current Position		
Teacher I	15	34.9%
Teacher II	2	4.7%
Teacher III	19	44.2%
Master Teacher	0	0
Head Teacher	3	7.0%
Others	4	9.3%
Educational Attainment		
Bachelor's Degree	10	23.3%
With MA units	10	23.3%

Master's Degree	23	53.5%
With PhD/EdD units	0	0
Doctorate Degree	0	0

The demographic profile reveals that most respondents are relatively young, with 60.5% under 40 years old, 27.9% aged 20-29, and 32.6% aged 30-39. This indicates a youthful teaching workforce, which may be more adaptable and have initiatives focused on early-career growth and long-term in-service.

Regarding years in service, more than half 53.4% have ten or fewer years of teaching experience, with the largest segment, 30.2%, falls within the 1–5-year range, showing a significant proportion of early-career teachers. Meanwhile, 46.5% have more than 10 years of service, representing a balance between novice and experienced educators. This distribution highlights the need for differentiated professional development programs, mentoring programs, and leadership training for seasoned professionals.

For current positions, Teacher III dominated 44.2%, followed by Teacher I 34.9%. Very few respondents hold higher positions, such as Head Teacher 7.0% and none are Master Teachers. This indicates limited upward mobility or career progression among respondents, which may reflect challenges in promotion opportunities. The absence of leadership roles underscores the importance of establishing a leadership pipeline and competency-building programs to prepare teachers for future advancement.

Finally, educational attainment shows a highly qualified teaching workforce with strong academic credentials, with more than half of the respondents, 53.5% hold a master's degree, indicating strong qualifications and commitment to professional growth. Another 23.3% are currently pursuing graduate studies, which suggests a strong pipeline of teachers progressing toward higher qualifications. Only 23.3% remain at the bachelor's degree level, indicating that most respondents have already pursued or are pursuing postgraduate education. The absence of PhD/EdD units or doctorate degrees may reflect limited institutional support, financial constraints, or a lack of incentives for doctoral studies.

Table 2
Effectiveness of the Expanded Career Progression Scheme (ECPS) in terms of:
2.1 Opportunities for Professional Growth

Indicators	Weighted Mean	Verbal Interpretation	Rank
Encourages me to continuously improve my teaching skills.	3.86	Strongly Agree	3
Provides opportunities for teachers to participate in research, attend relevant training, and seminars.	3.81	Strongly Agree	6.5
Recognizes and rewards continuous learning and skill improvement.	3.79	Strongly Agree	9
Supports continuous learning among teachers.	3.79	Strongly Agree	9

Motivates teachers to pursue higher studies.	3.79	Strongly Agree	9
Promotes participation in school-based and division-level programs.	3.81	Strongly Agree	6.5
Recognizes professional development efforts of teachers.	3.88	Strongly Agree	2
Help teachers develop leadership skills.	3.83	Strongly Agree	4.5
Encourages innovation in teaching practices.	3.83	Strongly Agree	4.5
Contributes to overall professional growth as a teacher.	3.93	Strongly Agree	1
Composite Mean	3.83	Strongly Agree	

Legend: 3.50 - 4.00 – Strongly Agree, 2.50 - 3.49 – Agree, 1.50 - 2.49 – Disagree, 1.00 - 1.49 – Strongly Disagree

Table 2 reveals that teachers generally have a positive perception of the Expanded Career Progression System (ECPS), as indicated by the composite mean of 3.83, which emphasizes that ECPS is generally effective in fostering professional growth. The highest-rated indicator states that ECPS contributes to overall professional growth as a teacher, gained a weighted mean of 3.93. This implies that teachers strongly believe that ECPS contributes to their overall professional growth, showing that the scheme is perceived as holistic and impactful. Similarly, recognition of professional development efforts, with a weighted mean of 3.88, ranked second, while encouragement to continuously improve teaching skills, with a weighted mean of 3.86, also ranked highly, highlighting the importance of acknowledgment and skill enhancement in motivating educators. Meanwhile, opportunities to develop leadership skills and innovate in teaching practices, both with a weighted mean of 3.83, though they suggest areas where ECPS could be further strengthened to prepare teachers for higher responsibilities.

On the other hand, indicators related to research participation, training, seminars, and motivation for higher studies received slightly lower but still positive ratings with a weighted mean ranging from 3.79 to 3.81. This implies that while teachers appreciate these opportunities, there may be limitations in accessibility, institutional support, or incentives that hinder full engagement.

Overall, the findings suggested that ECPS is effective in promoting professional growth, but to maximize its impact, greater emphasis should be placed on leadership development, research involvement and pathways for advanced academic pursuits. This would ensure that teachers not only grow in their teaching practice but also advance into leadership roles.

Table 3
Effectiveness of the Expanded Career Progression Scheme (ECPS) in terms of:
2.2 Fairness and Transparency of Evaluation Processes

Indicators	Weighted Mean	Verbal Interpretation	Rank
The criteria used in ECPS evaluation are clearly explained to teachers.	3.30	Agree	9
The evaluation process under ECPS is fair and unbiased for all teachers.	3.30	Agree	9
Teachers are properly informed about the requirements for career progression.	3.30	Agree	9
The assessment of documents and accomplishments is done objectively.	3.53	Strongly Agree	2.5
There is transparency in the ranking and evaluation procedures.	3.37	Agree	7
Teachers are given equal opportunities to be evaluated under ECPS.	3.48	Agree	5
The evaluation results are clearly communicated to teachers.	3.46	Agree	6
The evaluation process reflects my actual performance.	3.58	Strongly Agree	1
Feedback provided during evaluations is constructive and timely.	3.51	Strongly Agree	4
I trust the evaluation system used in ECPS.	3.53	Strongly Agree	2.5
Composite Mean	3.43	Agree	

Legend: 3.50 - 4.00 – Strongly Agree, 2.50 - 3.49 – Agree, 1.50 - 2.49 – Disagree, 1.00 - 1.49 – Strongly Disagree

As reflected on the table above, the teachers' level of responses regarding the effectiveness of the Expanded Career Progression Scheme (ECPS) as fair and transparent, with a composite mean of 3.43, verbally interpreted as agree. This indicates that while teachers acknowledged the fairness and transparency embedded in the system, their confidence is moderate rather than overwhelming. The highest-rated indicator, stating that the evaluation process reflects my actual performance with a weighted mean of 3.58, highlights strong trust in the system's ability to capture real contributions of the teachers. Trusting the evaluation system used in ECPS and the assessment of documents and accomplishments is done objectively, both with a weighted mean of 3.53, indicates confidence in the impartiality and openness of the

process. Similarly, the indicator, which states that feedback provided during evaluations is constructive and timely, with a weighted mean of 3.51, suggests that teachers appreciate the accountability measures and clarity of feedback provided after evaluations.

In addition, the indicators which states that teachers are given equal opportunities to be evaluated under ECPS with a weighted mean of 3.48, the evaluation results are clearly communicated to teachers with a weighted mean of 3.46, there is transparency in the ranking and evaluation procedures with a weighted mean of 3.37 also suggests that some teachers may require clearer dissemination of procedures to enhance their understanding and confidence in the ranking system.

However, several indicators received relatively low mean scores: such as the criteria used in ECPS evaluation are clearly explained to teachers, the evaluation process under ECPS is fair and unbiased for all teachers, and teachers are properly informed about the requirements for career progression. Each obtained a weighted mean of 3.30, interpreted as agree, and ranked 9th. These results imply that although teachers generally recognize the fairness and transparency of the ECPS, there may still be a need to strengthen communication and orientation regarding evaluation criteria and requirements.

Table 4
Effectiveness of the Expanded Career Progression Scheme (ECPS) in terms of:
2.3 Access to promotion and career mobility

Indicators	Weighted Mean	Verbal Interpretation	Rank
Provides clear opportunities for teacher promotion.	3.67	Strongly Agree	3.5
Promotes equal access to advancement for all teachers.	3.60	Strongly Agree	6.5
The requirements for ECPS promotions are achievable.	3.53	Strongly Agree	9
Provides realistic avenues for career mobility.	3.60	Strongly Agree	6.5
Help teachers move to higher career stages.	3.79	Strongly Agree	1
Promotional opportunities under ECPS are communicated clearly.	3.48	Agree	10
Recognizes merit-based achievements in promotions.	3.67	Strongly Agree	3.5
Teachers feel supported in applying for ECPS promotions.	3.69	Strongly Agree	2

Career mobility under ECPS is accessible and attainable.	3.60	Strongly Agree	6.5
ECPS is effective in providing promotional opportunities.	3.60	Strongly Agree	6.5
Composite Mean	3.62	Strongly Agree	

Legend: 3.50 - 4.00 – Strongly Agree, 2.50 - 3.49 – Agree, 1.50 - 2.49 – Disagree, 1.00 - 1.49 – Strongly Disagree

Table 4 reveals that the average weighted mean signifies that the respondents have a highly positive perception of the Expanded Career Progression System (ECPS) as effective in providing access to promotions and career mobility, with a composite mean of 3.62, verbally interpreted as strongly agree. The highest-rated indicator stating that ECPS helps teachers move to higher career stages, with a weighted mean of 3.79, further emphasizes positive perceptions regarding merit-based recognition and career progression. Similarly, the indicator stating that teachers feel supported in applying for ECPS promotions, with a weighted mean of 3.69, reflects the system's ability to foster encouragement and guidance throughout the promotion process. Other indicators, such as providing clear opportunities for teacher promotion and recognizing merit-based achievements in promotions, both obtained a weighted mean of 3.67, further highlighting the value placed on fairness and meritocracy.

Additionally, indicators stating that ECPS promotes equal access to advancement for all teachers, provides realistic avenues for career mobility, career mobility under ECPS is accessible and attainable, and ECPS is effective in providing promotional opportunities, each obtained a weighted mean of 3.60, and is verbally interpreted as Strongly Agree. These findings suggest that teachers generally perceive the Expanded Career Progression Scheme (ECPS) as inclusive and supportive in creating opportunities for professional growth and advancement. Likewise, the indicator that states that the requirements for ECPS promotions are achievable, gaining a weighted mean of 3.53, indicates that teachers believe the standards set for promotion are realistic and attainable, further encouraging participation in the promotion process.

However, the indicator that states that promotional opportunities under ECPS are communicated clearly obtained the lowest weighted mean of 3.48 and is verbally interpreted as agree. Although still positive, this result suggests that some teachers may experience challenges in fully understanding the details and procedures related to promotional opportunities. This implies a need for strengthened communication strategies, such as conducting several orientations, providing clear guidelines and ensuring consistent dissemination of information regarding promotion pathways.

Table 5
Effectiveness of the Expanded Career Progression Scheme (ECPS) in terms of:
2.4 Motivation and Job Satisfaction

Indicators	Weighted Mean	Verbal Interpretation	Rank
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Motivates me to improve my teaching performance.	3.86	Strongly Agree	1
Increases my level of job satisfaction.	3.74	Strongly Agree	6.5
Inspires me to engage more in professional growth.	3.79	Strongly Agree	4
It makes me feel valued in my profession.	3.76	Strongly Agree	5
Encourages me to stay committed to teaching.	3.72	Strongly Agree	8.5
Enhances my sense of achievement at work.	3.74	Strongly Agree	6.5
Rewards my hard work and contributions.	3.65	Strongly Agree	10
Boosts my morale and confidence as a teacher.	3.81	Strongly Agree	2.5
Positively affects my motivation to take on new responsibilities.	3.81	Strongly Agree	2.5
Improve my motivation and job satisfaction.	3.72	Strongly Agree	8.5
Composite Mean	3.76	Strongly Agree	

Legend: 3.50 - 4.00 – Strongly Agree, 2.50 - 3.49 – Agree, 1.50 - 2.49 – Disagree, 1.00 - 1.49 – Strongly Disagree

Table 5 reveals that teachers strongly perceive the Expanded Career Progression System (ECPS) as an effective mechanism for enhancing motivation and job satisfaction, as reflected in the composite mean of 3.76, verbally interpreted as strongly agree, indicating that the ECPS plays a significant role in enhancing teachers' motivation, commitment and overall satisfaction in their professional responsibilities.

The highest-rated indicator, stating that ECPS motivates me to improve my teaching performance, obtained a weighted mean of 3.86, implying that the ECPS strongly encourages teachers to enhance their professional practice. This is followed by the indicators stating that ECPS boosts my morale and confidence as a teacher and positively affects my motivation to take on new responsibilities, both gained a weighted mean of 3.81, suggesting that the system fosters self-confidence and readiness among teachers to assume greater responsibilities. Similarly, the indicator, which states that ECPS inspires me to engage more in professional growth, with a weighted mean of 3.79, ranked 4th, demonstrates that ECPS encourages continuous learning and professional development.

Other indicators, stating that it makes me feel valued in my profession, gained a weighted mean of 3.76, while increasing my level of job satisfaction, and enhancing my sense of achievement at work, both with a weighted mean of 3.74, further emphasize that the ECPS contributes to teachers' positive attitudes toward their profession. Likewise, indicators stating that it encourages me to stay committed to teaching and improve my motivation and job satisfaction, both with a weighted mean of 3.72, implying that the scheme supports sustained commitment and engagement among teachers.

However, the indicator that states that the ECPS rewards my hard work and contributions obtained the lowest weighted mean of 3.65, and verbally interpreted as strongly agree, suggesting that some teachers may feel that recognition of their efforts could still be further enhanced. This implies the importance of strengthening reward and recognition mechanisms to ensure that teachers feel fully acknowledged for their dedication and accomplishments.

Overall, the results demonstrate that the ECPS significantly contributes to improving teachers' morale, confidence, professional growth, and commitment to teaching. Continuous reinforcement of recognition and reward systems may further strengthen teachers' motivation and satisfaction, thereby promoting sustained professional excellence.

Table 6
Factors contributing to career advancement under ECPS in terms of:
3.1 Opportunities for Professional Upliftment

Indicators	Weighted Mean	Verbal Interpretation	Rank
Help improve my teaching performance.	3.83	Strongly Agree	8
Contribute to my career advancement.	3.83	Strongly Agree	8
Encourages me to enhance my professional skills.	3.88	Strongly Agree	3
Motivates me to pursue continuous professional development.	3.90	Strongly Agree	1
Supports teachers in developing leadership and management competencies.	3.86	Strongly Agree	5.5
Help me qualify for higher positions.	3.88	Strongly Agree	3
Encourages participation in research, innovation, and extension activities.	3.79	Strongly Agree	10
Supports teachers in acquiring new professional certifications or credentials.	3.83		8

		Strongly Agree	
Promotes lifelong learning among teachers.	3.86	Strongly Agree	5.5
Help prepare me for future career advancement.	3.88	Strongly Agree	3
Composite Mean	3.85	Strongly Agree	

Legend: 3.50 - 4.00 – Strongly Agree, 2.50 - 3.49 – Agree, 1.50 - 2.49 – Disagree, 1.00 - 1.49 – Strongly Disagree

Table 6 presents the factors contributing to career and advancement under the Expanded Career Progression Scheme (ECPS) in terms of opportunities for professional upliftment. The table shows a composite mean of 3.85, verbally interpreted as strongly agree, indicating that the respondents generally perceive ECPS as highly supportive in providing opportunities for professional upliftment.

The highest-rated indicator stated that ECPS motivates me to pursue continuous professional development, it gained a weighted mean of 3.90, which implies that ECPS is most effective in inspiring teachers to engage in lifelong learning and continuously improve their knowledge and competencies. This is followed by the indicators, such as ECPS encourages me to enhance my professional skills, ECPS helps me qualify for higher positions, and ECPS help prepare me for future career advancement, all of which share a weighted mean of 3.88, placing them in rank third, showing that the ECPS effectively prepare and equip teachers for career advancement with that directly support career progression. Meanwhile, indicators such as ECPS support teachers in developing leadership and management competencies and ECPS promotes lifelong learning among teachers, both of which received a weighted mean of 3.86, showing that ECPS contributes positively to fostering leadership qualities and sustained professional engagement.

On the other hand, the lowest rated indicator, though still within the strongly agree range, is ECPS encourages participation in research, innovation, and extension activities, which received the lowest weighted mean of 3.79, indicating that while research and innovation are supported, they may be less emphasized compared to other professional upliftment opportunities.

Overall, the findings affirm that ECPS provides substantial opportunities for teachers' professional upliftment, particularly in motivating continuous professional development, enhancing professional skills and preparing them for higher career positions and future career advancement.

Table 7
Factors contributing to career advancement under ECPS in terms of:
3.2 Access to Promotions and Career Mobility

Indicators	Weighted Mean	Verbal Interpretation	Rank
Provides realistic opportunities for promotion.	3.62	Strongly Agree	10
Helps teachers understand possible career paths in the teaching profession.	3.76	Strongly Agree	7.5
Supports teachers who are ready for higher roles.	3.81	Strongly Agree	3.5
Motivates teachers to prepare for promotion requirements.	3.76	Strongly Agree	7.5
Supports career movement within the school system.	3.74	Strongly Agree	9
Help teachers build qualifications needed for higher positions.	3.79	Strongly Agree	5.5
Improves teachers' chances of career advancement.	3.86	Strongly Agree	1
Guides teachers seeking promotion.	3.83	Strongly Agree	2
Strengthens teachers' confidence in pursuing higher positions.	3.79	Strongly Agree	5.5
Access to promotions under ECPS contributes to my career advancement.	3.81	Strongly Agree	3.5
Composite Mean	3.78	Strongly Agree	

Legend: 3.50 - 4.00 – Strongly Agree, 2.50 - 3.49 – Agree, 1.50 - 2.49 – Disagree, 1.00 - 1.49 – Strongly Disagree

Table 7 results reveal that the average weighted mean signifies that the respondents perceive access to promotions and career mobility under the Expanded Career Progression Scheme (ECPS) as a significant factor to career advancement, as shown in the average weighted mean of 3.78, verbally interpreted as strongly agree.

Among the indicators, ECPS improves teachers' chances of career advancement ranked first, it obtained the highest weighted mean of 3.86. It states that teachers strongly believe ECPS enhances their opportunities for career progression. Second in rank is the indicator stating that ECPS guides teachers seeking promotion with a weighted mean of 3.83, showing that the ECPS provides direction and clarity for teachers aspiring for higher positions. Indicators stating that

ECPS supports teachers who are ready for higher roles and access to promotions under ECPS contribute to my career advancement, both gained a weighted mean of 3.81. It emphasizes that recognition and support teachers are prepared for advancement.

Furthermore, indicators stating that ECPS helps teachers build qualifications needed for higher positions and ECPS strengthens teachers confidence in pursuing higher positions both obtained a weighted mean of 3.79, placing in rank 5.5, suggesting that ECPS fosters both professional readiness and self-confidence. Meanwhile, indicators stating that it helps teachers understand possible career paths in the teaching profession and motivates teachers to prepare for promotion requirements both received a weighted mean of 3.76, placing them in rank 7.5, highlighting the role of ECPS in encouraging preparation and awareness of career pathways.

On the other hand, the indicator that states that ECPS supports career movement within the school system obtained a weighted mean of 3.74, ranked 9th, while ECPS provides realistic opportunities for promotion received the lowest weighted mean of 3.62, making it in rank 10. Although these indicators ranked lowest, they are still interpreted as Strongly Agree, implying that respondents generally perceive ECPS as supportive of career mobility.

Overall, the findings demonstrate that teachers strongly perceive access to promotions and career mobility under ECPS as an essential factor contributing to career advancement. The results are seen as effective to promote professional growth by improving promotion opportunities, strengthening confidence and guiding teachers toward higher professional roles, aligning with its goal of enhancing career progression within the teaching profession.

Table 8
Factors contributing to career advancement under ECPS in terms of:
3.3 Sustainability of the Teaching Career

Indicators	Weighted Mean	Verbal Interpretation	Rank
Encourages me to remain in the teaching profession.	3.74	Strongly Agree	7.5
Supports long-term career planning for teachers.	3.79	Strongly Agree	3
Helps make teaching a sustainable career choice.	3.76	Strongly Agree	5.5
Motivates teachers to stay committed to their profession.	3.81	Strongly Agree	1
Help reduce career stagnation among teachers.	3.72	Strongly Agree	9.5
Promotes work motivation that supports long-term service.	3.72	Strongly Agree	9.5
Help teachers see a clear future in the teaching profession.	3.79		3

		Strongly Agree	
Supports teachers in maintaining professional engagement over time.	3.76	Strongly Agree	5.5
Contributes to teachers' long-term career satisfaction.	3.74	Strongly Agree	7.5
Strengthens teachers' intention to continue their teaching career.	3.79	Strongly Agree	3
Composite Mean	3.76	Strongly Agree	

Legend: 3.50 - 4.00 – Strongly Agree, 2.50 - 3.49 – Agree, 1.50 - 2.49 – Disagree, 1.00 - 1.49 – Strongly Disagree

Table 8 presents the factors contributing to career advancement under the Expanded Career Progression Scheme (ECPS) in terms of Sustainability of the Teaching Career. The table reveals a composite mean of 3.76, which is interpreted as Strongly Agree, indicating that respondents generally perceive ECPS as supportive of sustaining teachers' long-term commitment and stability in the teaching profession.

Among the indicators stating that ECPS motivates teachers to stay committed to their profession, it obtained the highest weighted mean of 3.81, ranked first, underscoring ECPS effectiveness in strengthening teachers' dedication and loyalty to their profession. This is followed by the indicators stating that ECPS supports long-term career planning for teachers, ECPS help teachers see a clear future in the teaching profession, and ECPS strengthens teachers' intention to continue their teaching career, each gained a weighted mean of 3.79, indicating that the ECPS contribution helps teachers visualize, provide clarity and confidence in pursuing teaching as a lifelong career.

Furthermore, indicators that state that ECPS helped make teaching a sustainable career choice and ECPS supports teachers in maintaining professional engagement over time both gained a weighted mean of 3.76, placing it in rank 5.5, reflecting strong agreement that ECPS maintains continuity and long-term participation in teaching. Meanwhile, indicators that state that ECPS encourages me to remain in the teaching profession and that ECPS contributes to teachers' long-term career satisfaction both obtained a weighted mean of 3.74, making it 7.5 in rank, showing continued support for teachers' overall career satisfaction.

On the other hand, the indicator that states that ECPS helps reduce career stagnation among teachers and promotes work motivation that supports long-term service received the lowest weighted mean of 3.72, placing it in 9.5 rank and still interpreted as Strongly Agree, suggesting that while these aspects are supported, they may require further strengthening to maximize their impact. Overall, the findings affirm that ECPS plays a vital role in contributing to

and sustaining the teaching profession by fostering commitment, supporting long-term planning, and reinforcing teachers' intention to remain in the field.

Table 9
Factors contributing to career advancement under ECPS in terms of:
3.3 Job Satisfaction

Indicators	Weighted Mean	Verbal Interpretation	Rank
Makes me feel recognized and appreciated for my contributions as a teacher.	3.76	Strongly Agree	6
Enhances my sense of achievement in the teaching profession.	3.79	Strongly Agree	3.5
Motivates me to perform better in my teaching responsibilities.	3.83	Strongly Agree	1
Provides fair rewards that contribute to my satisfaction at work.	3.65	Strongly Agree	10
Increases my confidence in pursuing long-term career goals.	3.74	Strongly Agree	7.5
Strengthens my pride in being part of the teaching profession.	3.79	Strongly Agree	3.5
Contributes to a positive and supportive work environment.	3.79	Strongly Agree	3.5
Helps me maintain enthusiasm and commitment to teaching.	3.79	Strongly Agree	3.5
Improves my overall morale and reduces feelings of frustration.	3.74	Strongly Agree	7.5
Contributes to my overall happiness and satisfaction with my career.	3.72	Strongly Agree	9
Composite Mean	3.85	Strongly Agree	

Legend: 3.50 - 4.00 – Strongly Agree, 2.50 - 3.49 – Agree, 1.50 - 2.49 – Disagree, 1.00 - 1.49 – Strongly Disagree

Table 9 reveals that the respondents strongly agree that ECPS contributes positively to their job satisfaction as a major factor contributing to career advancement, as reflected in the composite mean of 3.85, verbally interpreted as strongly agree.

The highest rated indicator states that ECPS motivates me to perform better in my teaching responsibilities, obtained the highest weighted mean of 3.83, placing it 1st in rank, indicating that ECPS plays a significant role in encouraging teachers to improve their performance. This is followed by several indicators in the same rank, suggesting that ECPS enhances my sense of achievement in the teaching profession, strengthens my pride in being part of the teaching profession, contributes to a positive and supportive work environment, and helps me maintain enthusiasm and commitment to teaching, each with a weighted mean of 3.79. These results highlight that ECPS strengthens teachers' professional identity, fostering pride and promoting a supportive workplace environment.

Furthermore, the indicator that states that ECPS makes me feel recognized and appreciated for my contributions as a teacher obtained a weighted mean of 3.76, placing it in sixth rank, indicating that teachers feel acknowledged under the ECPS framework. While indicators such as ECPS increase my confidence in pursuing long-term career goals and ECPS improves my overall morale and reduces feelings of frustration, both received a weighted mean of 3.74, making it in rank 7.5, reflecting the positive influence of ECPS on teachers' emotional well-being and professional outlook.

Meanwhile, the indicator stating that ECPS contributes to my overall happiness and satisfaction with my career received a weighted mean of 3.72, ranked 9th. The lowest-rated indicator, in which ECPS provides fair rewards that contribute to my satisfaction at work, with a weighted mean of 3.65, placing it in tenth rank, while still interpreted as strongly agree, implies that respondents may perceive fairness in rewards as less emphasized compared to other dimensions of job satisfaction.

Overall, the results show that job satisfaction is strongly associated with the teachers under ECPS as a significant factor contributing to career advancement. The findings imply that ECPS enhances motivation, strengthens professional pride, and promotes a positive work environment, which collectively supports teachers' long-term commitment and growth within the teaching profession.

Table 10
Challenges in the Implementation of ECPS

Indicators	Weighted Mean	Verbal Interpretation	Rank
The guidelines and procedures of ECPS are difficult to understand.	2.76	Agree	7
Misinterpretation of ECPS policies creates confusion.	3.06	Agree	3
Communication regarding updates or changes in ECPS is inadequate.	2.93	Agree	4
I lack the technical skills needed for preparing and submitting ECPS documents.	2.51	Agree	10
There is insufficient orientation regarding the ECPS process.	2.86	Agree	6
I struggle to balance ECPS requirements with my teaching workload.	2.88	Agree	5
I experience stress or pressure when completing ECPS requirements.	3.11	Agree	2
Administrative support for navigating ECPS guidelines is limited.	2.67	Agree	9
The documentation requirements for ECPS are manageable.	3.13	Agree	1
Competition and bottlenecks within ECPS limit promotion opportunities	2.74	Agree	8
Composite Mean	2.86	Agree	

Legend: 3.50 - 4.00 – Strongly Agree, 2.50 - 3.49 – Agree, 1.50 - 2.49 – Disagree, 1.00 - 1.49 – Strongly Disagree

Table 10 presents the challenges encountered in the implementation of the Expanded Career Progression Scheme (ECPS). It reveals that the respondents generally experienced moderate challenges, with a composite mean of 2.86, and is verbally interpreted as agree.

Among the indicators, stating that the documentation requirements for ECPS are manageable obtained the highest weighted mean of 3.13, placing it in first rank. Indicating that while paperwork is extensive, respondents generally find it manageable compared to other aspects of the scheme. This is followed by the indicator stating that I experience stress or pressure when completing ECPS requirements, with a weighted mean of 3.11, making it in rank

2nd, indicating that the process places a considerable emotional burden on teachers, potentially affecting their motivation and performance. Similarly, indicators stating that misinterpretation of ECPS policies creates confusion, obtained a weighted mean of 3.06, placing it in ranked 3rd, and communication regarding updates or changes in ECPS is inadequate, with a weighted mean of 2.93, ranked 4, highlight issues related to clarity and the effective dissemination of information. When guidelines are difficult to understand, confusion arises, which can hinder compliance and create inconsistencies in implementation.

On the other hand, the indicators stating that I struggle to balance ECPS requirements with my teaching workload recorded a weighted mean of 2.88, making it in rank 5th also interpreted as agree. This result indicates that teachers experience difficulty managing the additional responsibilities associated with ECPS alongside their regular teaching duties. The indicator stating that there is insufficient orientation regarding the ECPS process obtained a weighted mean of 2.86, placing it in rank 6th, with a verbal interpretation of agree. This finding suggests that respondents perceive the orientation provided about ECPS as inadequate, indicating the need for more comprehensive and regular orientation sessions to ensure that teachers clearly understand the procedures and requirements of the program.

Furthermore, the indicator that stated that the guidelines and procedures of ECPS are difficult to understand obtained a weighted mean of 2.76, placing it in rank 7th, with a verbal interpretation of Agree. This finding indicates that respondents moderately experience difficulty in understanding the guidelines and procedures of the Expanded Career Progression Scheme (ECPS). Although not among the highest-ranked challenges, the result suggests that clarity of instructions and procedural details remains a concern for some teachers. The indicator stating that competition and bottlenecks within ECPS limit promotion opportunities obtained a weighted mean of 2.74, placing it in ranked 8th, with a verbal interpretation of Agree. This finding indicates that respondents perceive competition and delays within the ECPS process as challenges that may restrict their opportunities for promotion. Although ranked lower compared to other challenges, the result suggests that structural limitations and possible bottlenecks in the system may affect teachers' career progression.

Lastly, the indicators stated that administrative support for navigating ECPS guidelines is limited, with a weighted mean of 2.67, placing it in rank 9. Although these ranked lower, they still fall under the agree interpretation, suggesting that technical competency and administrative assistance remain areas that require improvement. The indicators stating that I lack the technical skills needed for preparing and submitting ECPS documents, with a weighted mean of 2.51, placing it in rank 10th, which was the lowest, suggesting that technology is not a major barrier compared to stress, communication, and policy clarity.

Overall, the results suggest that improving orientation programs, strengthening communication channels, providing clearer guidelines, and enhancing administrative support are essential to reduce challenges and ensure more effective and efficient implementation of the ECPS.

Table 11
Proposed Activities to Improve the Implementation of ECPS

PROPOSED PLAN OF ACTIVITIES				
Objectives	Enhancement Activities	Persons Involved	Time Frame	Resources Needed
Enhance teachers' understanding of ECPS guidelines and procedures	Conduct comprehensive ECPS orientation, seminars, and dissemination of simplified guidelines (modules/ Infographics)	School Head, ECPS Focal Person, Division Trainers	Beginning of the school year	School MOOE, Training materials, printed modules, presentation tools
Strengthen communication and information dissemination	Establish ECPS help desk, use digital platforms, and regularly issue advisories/updates	School Administration, ECPS Committee	Year Round	ICT tools, communication platforms, printing materials
Address workload concerns in ECPS compliance	Integrate ECPS tasks into the school calendar and assign designated ECPS completion periods	School Head, Department Heads	Quarterly	School planning tools, revised schedules
Strengthening the monitoring and support system	Establish an ECPS monitoring team and conduct regular feedback sessions for teachers	School Head, ECPS Focal Person	Monthly / Quarterly	Monitoring forms, reporting tools
Improve transparency and fairness in ECPS implementation	Review ECPS guidelines, clarify promotion criteria, and ensure proper feedback mechanisms	School Head, ECPS Committee, Division Office Representatives	Annual Review	Policy documents, evaluation tools, and consultation sessions
Strengthening technical skills in ECPS documentation	Conduct ICT training, peer mentoring, and coaching sessions on document preparation and submission	ICT Coordinator, School heads, ECPS Focal Person	Quarterly	Computers, internet access, training modules

Conclusion

Based on the findings of the study, it is clearly evident that the Expanded Career Progression Scheme (ECPS) is perceived as an effective mechanism for professional development and career advancement among teachers. The following conclusions are drawn:

1. The respondents vary in age, years of service, current position, and educational attainment, indicating a diverse workforce in terms of professional experience and qualifications.
2. The respondents strongly agreed that the Expanded Career Progression Scheme (ECPS) contributes significantly to their overall professional development and career advancement and acquired one of the highest composite mean value of 3.83, interpreted

as strongly agree. In terms of fairness and transparency, teachers agreed that evaluation processes are generally fair and objective, though concerns remain regarding clarity of criteria, communication, and consistency of information dissemination.

3. The Expanded Career Progression Scheme (ECPS) played a significant role in enhancing teachers' career advancement by providing opportunities for professional upliftment, career mobility, sustainability, and job satisfaction, and obtained the highest composite mean value of 3.85
4. Despite the positive perceptions that the study identified, teachers experience moderate challenges in the implementation of the Expanded Career Progression Scheme (ECPS). These challenges include stress related to compliance requirements, policy misinterpretation, communication gaps, workload pressures, and limited administrative support.
5. Overall, the findings confirmed that ECPS plays a vital role in enhancing teachers' professional growth, career mobility, job satisfaction, and long-term commitment to the teaching profession, while also highlighting areas that require improvement to maximize its effectiveness.

Recommendations

Consequent upon the conclusion of this study based on the findings, the following recommendations are proposed:

The DepEd, educational leaders may conduct regular and comprehensive orientation sessions on ECPS guidelines, policies, and procedures to ensure that teachers clearly understand the requirements and expectations of the program.

The educational institutions may continue to support teachers in attending training, seminars, research activities, and leadership development programs to further strengthen professional competencies and prepare teachers for higher positions.

The school administrators and ECPS committees may establish consistent communication channels, such as help desks and regular advisories, to provide timely updates and clarify concerns related to ECPS implementation.

The Proposed Plan of Activities in this study which aims to improve the implementation of Expanded Career Progression (ECPS), may be evaluated for further implementation and adoption.

A future study focused on Expanded Career Progression (ECPS) and involved larger samples, different school settings, or comparative analyses to further evaluate the long-term impact of ECPS on teachers' career advancement and professional development.

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