

CAREER PROMOTION PRACTICES IN PUBLIC ELEMENTARY SCHOOL IN RELATION TO WORK SATISFACTION AND ENGAGEMENT

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Abstract

This study examined the relationship between career promotion practices, work satisfaction, and work engagement among public elementary school teachers in the Sariaya East District. Specifically, it aimed to determine teachers' awareness of career promotion practices; their work satisfaction regarding compensation and benefits, professional growth and development, and recognition and promotion; and their work engagement in terms of job demands and job resources. It also investigated the significant relationship between teachers' professional profiles, career promotion practices, work satisfaction, and work engagement. A quantitative descriptive-correlational research design was employed, utilizing a researcher-made survey questionnaire as the primary data-gathering instrument. The respondents were public elementary school teachers selected through random sampling. The instrument underwent a rigorous validation process and reliability testing. Data were collected through Google Forms and analyzed using appropriate statistical tools. Findings revealed that the majority of respondents were female, aged 31–40, with 6–10 years of teaching experience, holding Teacher I–III positions, and with very satisfactory performance ratings. Teachers demonstrated a generally high level of awareness of career promotion practices, particularly in qualification standards and criteria, while other components showed moderate awareness. Work satisfaction was found to be moderate, with the highest satisfaction in recognition and promotion, and the lowest in compensation and benefits. Meanwhile, teachers exhibited a high level of work engagement, especially in career mobility and policy compliance. Furthermore, the results showed no significant relationship between teachers' professional profiles and their levels of work satisfaction and work engagement. However, a significant relationship was found between career promotion practices and both work satisfaction and work engagement. The study concludes that career promotion practices play a vital role in influencing teachers' satisfaction and engagement. It is therefore recommended that educational leaders may strengthen communication, transparency, and implementation of promotion systems to further enhance teachers' professional experiences and performance.

Keywords: Career Promotion Practices, Work Satisfaction, Engagement, Promotion System

1. Introduction

The teaching profession is recognized by many as one of the most demanding and critical professions because teachers are an important part of students' success academically, personally and in their future ability to contribute to society. In various educational systems, teachers are viewed as not only having to provide quality instructional services to students, but also must continuously develop professionally, adjust to policy changes/professional standards (e.g., state and local district educational reforms), and complete administrative functions. With the increasing demands placed on regular teachers, many government institutions and school systems are recognizing the need for creating structured career development opportunities that promote teacher motivation, retention and professionalism.

The Philippines Department of Education instituted the Expanded Career Progression System (ECPS) through Executive Order No. 174 series of 2022 to create a more inclusive and competency-based career advancement framework for all public-school teachers. The ECPS has established multiple career paths for teachers so that their competencies, leadership capabilities and professional accomplishments can be acknowledged, while still allowing teachers to pursue the traditional classroom teaching role. By implementing this reform: public school teachers' professional development will be enhanced, increased opportunities for career mobility will exist, and the overall quality of instruction will improve at all public schools.

Research indicates that career progression opportunities have a major effect on workers' motivation, job satisfaction and commitment to their employer. Schaufeli & Bakker (2004) describe employee engagement in the workplace as consisting of 3 distinct factors (vigor, dedication and absorption) and the ability to engage in the workplace is enhanced by the perception of an adequate level of provision from the employer in terms of support and development opportunities. In addition, Herzberg's two-factor theory tells us that recognition, advancement and growth are all motivators for an employee and therefore enhance their job satisfaction and their engagement at work. In the classroom, when teachers perceive that their promotion systems are fair and attainable, they are more committed to their profession and provide better instruction (Hakanen, Bakker, & Schaufeli, 2006).

Even though the Expanded Career Progression System was designed to assist teachers with their promotions, several barriers exist for public school systems. Many teachers find it difficult to adequately document their work in order to qualify for promotions, and are confused by the processes of promotion, are restricted in their advancement by the limited number of plantilla positions available, and do not have consistent access to promotions across divisions and regions. While recent reforms to the ECPS have attempted to address long standing issues related to teacher promotions, there has been little empirical research completed on the influence of the ECPS's implementation on teachers' job satisfaction and job engagement, particularly among teachers working in public elementary education throughout local school divisions.

The significant gap in the existing literature demonstrates an opening for further research into teachers' perceptions and experiences of Career Promotion Practices related to the Expanded Career Progression System. Additionally, as it pertains to teachers' level of job satisfaction and engagement, understanding Career Promotion Practices will also provide support for the development of localized strategies for implementing these practices and for enhancing the development of teacher support systems. For this study, we will establish the relationship between Career Promotion Practices and elementary public school teachers' job satisfaction and work engagement in Division of Quezon for the School Year 2025–2026.

This study aimed to determine how the implementation of the Career Promotion Practices relates to the work satisfaction and work engagement of public-school teachers, as a basis for developing localized implementation guidelines to further strengthen their effectiveness.

Specifically, it sought to answer the following questions:

1. What is the professional profile of the public elementary school teachers in terms of:
 - 1.1 teaching experience;
 - 1.2 educational attainment;
 - 1.3 rank or position; and
 - 1.4 individual performance commitment and review form rating (ipcrf)?
2. What is the perceived level of awareness of the respondents on Career Promotion Practices in terms of:
 - 2.1 qualification standards and criteria;
 - 2.2 promotion;
 - 2.3 competencies;
 - 2.4 classroom teaching (CT) career line; and
 - 2.5 learning and development (l&d)?
3. What is the level of work satisfaction of teachers in terms of:
 - 3.1 compensation and benefits
 - 3.2 professional growth and development
 - 3.3 recognition and promotion?
4. What is the level of work engagement of teachers in terms of:
 - 4.1 job demands:
 - 4.1.1 workload;
 - 4.1.2 performance pressure; and
 - 4.1.3 policy and compliance demands;
 - 4.2 job resources:
 - 4.2.1 career structure;
 - 4.2.2 career mobility; and
 - 4.2.3 developmental support?
5. Is there a significant relationship between teachers' professional profile and their level of:
 - 5.1 work satisfaction; and
 - 5.2 work engagement?
6. Is there a significant relationship between the components of the Career Promotion Practices and teachers:
 - 6.1 work satisfaction; and
 - 6.2 work engagement?

Methodology

This study employed a quantitative descriptive-correlational research design to determine the relationship between Career Promotion Practices and the work satisfaction and work engagement of public elementary school teachers. The descriptive component of the study was used to identify and describe teachers' perceptions regarding the implementation of Career Promotion Practices under the Expanded Career Progression System (ECPS), particularly in terms of qualification standards and criteria, promotion, competencies, classroom teaching career line, and learning and development opportunities. Meanwhile, the correlational component examined the extent and direction of the relationship between Career Promotion Practices and the levels of work satisfaction and work engagement among teachers. The study was conducted during the School Year 2025–2026 in selected public elementary schools in the Sariaya East District, Division of Quezon, Region IV-A CALABARZON. This research design was deemed appropriate because it allowed the researcher to systematically examine existing conditions and relationships among variables without manipulating them, thereby ensuring alignment with the objectives of the study.

The respondents of the study consisted of one hundred twenty (120) public elementary school teachers employed under the Department of Education in the Sariaya East District. The respondents were selected using random sampling to ensure that every teacher in the target population had an equal chance of being included in the study, thereby minimizing selection bias and increasing the representativeness of the sample. The respondents varied in terms of age, sex, educational attainment, teaching experience, rank or position, and Individual Performance Commitment and Review Form (IPCRF) rating. Most respondents belonged to the 31–40 age group and the majority were female, which reflects the demographic composition commonly observed in the Philippine basic education sector. Participation in the study was entirely voluntary, and ethical considerations were strictly observed throughout the conduct of the research. Prior to data gathering, approval was secured from the Schools Division Office of DepEd Quezon, the District Supervisor of Sariaya East District, and the respective school heads of participating schools. Respondents were informed of the purpose of the study, assured of the confidentiality of their responses, and provided informed consent before participation.

A researcher-developed survey questionnaire served as the primary data-gathering instrument of the study. The questionnaire was constructed based on the provisions of DepEd Order No. 024, series of 2025, related literature, and established theories such as Herzberg's Two-Factor Theory and the Job Demands-Resources (JD-R) Model. The instrument was designed to measure teachers' perceptions regarding Career Promotion Practices, work satisfaction, and work engagement using a four-point Likert scale. To ensure content validity, the questionnaire underwent a series of validation procedures involving the research adviser, members of the research panel, and external validators composed of educational professionals, including school administrators and master teachers. Their recommendations and comments were incorporated into the final revision of the instrument to improve clarity, relevance, and alignment with the objectives of the study. Data collection was conducted through Google Forms to facilitate accessibility and efficient retrieval of responses. Respondents were given two weeks to complete the survey, and follow-up reminders were sent to encourage participation and ensure adequate data collection.

After the retrieval of responses, the collected data were organized, coded, verified, and submitted for statistical analysis. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the respondents' demographic profile and determine the levels of Career Promotion Practices, work satisfaction, and work engagement. Inferential statistical tools were likewise utilized to examine the relationships among variables. Pearson Product-Moment Correlation was employed to determine the significant relationship between Career Promotion Practices and teachers' work satisfaction and work engagement. Analysis of Variance (ANOVA) was used to identify significant differences in perceptions when grouped according to profile variables, while multiple regression analysis was applied to determine which components of Career Promotion Practices significantly predicted teachers' work satisfaction and work engagement. All statistical analyses were conducted at a 0.05 level of significance using the Statistical Package for the Social Sciences (SPSS) and Microsoft Excel to ensure accuracy, reliability, and validity of the study findings.

The methodological procedures employed in this study ensured systematic data collection, rigorous statistical treatment, and adherence to ethical standards throughout the research process. By utilizing validated instruments, probability sampling techniques, and appropriate statistical analyses, the study aimed to generate reliable and evidence-based findings regarding the influence of Career Promotion Practices on the work satisfaction and work engagement of public elementary school teachers.

Results and Discussion

Table 20. Relationship Between Professional Profile and Level of Work Satisfaction

Profile	Work Satisfaction		
	Compensation and Benefits	Professional Growth and Development	Recognition and Promotion
Teaching experience	-0.109	-0.092	-0.014
Educational attainment	-0.110	-0.086	-0.014
Rank/Position	-0.042	-0.076	-0.061
IPCRF	0.109	0.013	-0.088

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

In Table 20, various professional profile characteristics (age, sex, years of teaching, levels of education, rank within the school, and evaluation scores on IPCRFs) were shown to relate to the degree to which teachers feel content with their jobs based upon these three areas: compensation/benefits, professional development/growth, and recognition/promotion. Most of the correlations were weak to negative, which illustrates that demographic/professional characteristics such as age, experience, education level, and rank do not have a major impact on teacher satisfaction. For instance, age and teaching experience were weakly and negatively correlated, indicating that satisfaction is independent of how long one has been in the field or how many years one has taught. Likewise, educational attainment and rank had weakly negative correlations with satisfaction, implying that having those qualifications and rank does not guarantee greater satisfaction.

There were some positive correlations of some degree of strength between being a male or female teacher and having professional development opportunities available as well as recognition/promotion; however, they were minimal. Likewise, there were weak positive correlations between the scores on the IPCRFs and how satisfied teachers are with compensation, indicating that there may be an impact on the level of satisfaction teachers feel when looking at how well they performed as measured by the IPCRF; however, this was not strong enough to draw a definite conclusion.

The findings above are consistent with Greenberg's (1990) theory of organizational justice, which states that how you feel about an organization depends on how well its procedures align with employees' demographics. Therefore, an employee's job satisfaction is determined more by how equitable their opportunities for advancement are and by how equitable the recognition they receive for their work is relative to the rest of the staff.

In addition, Gragasin et al. (2023) found that teacher satisfaction was driven more by teachers' perceptions of fair evaluation systems (e.g., IPCRF) than by their demographic variables. The weak positive correlation between IPCRF scores and teacher satisfaction with compensation supports this, indicating that performance-based salary increases (i.e., merit increases) are a greater contributor to satisfaction than any static demographic information.

Capistrano and Tamayo (2025) have emphasized that implementing the Expanded Career Progression System (ECPS), which provides structured, competency-based pathways for teacher advancement, will increase teacher satisfaction. This further supports the notion that teacher satisfaction is driven more by institutional support and recognition than by demographics.

Song (2023) points out that the degree of engagement and contentment employees feel is maintained when there are equitable and transparent opportunities for career development. The lack of significant differences among the correlation coefficients in Table 20 confirms that teacher satisfaction is

not significantly affected by demographic disparities. Therefore, institutional fairness and support systems drive teacher engagement.

The analyses presented in Table 20 support the idea that variables related to teachers' demographic and professional profiles do not significantly influence teacher satisfaction. Rather, teacher satisfaction is shaped by institutional systems of fairness/recognition/competency-based progression as articulated in DepEd Order No. 024, s. 2025. This highlights the need for districts to strengthen mechanisms that support teacher satisfaction and engagement by establishing equitable promotion criteria, compensation policies, and access to professional development opportunities. By focusing on institutional fairness rather than demographic distinctions, the ECP ensures that all teachers have the opportunity to grow professionally, regardless of age, sex, or length of service.

Table 21 . Relationship Between Professional Profile and Level of Work Engagement as to Job Demands and Job Resources

Profile	Engagement with Job Demands			Engagement with Job Resources		
	WL	PP	PCD	CS	CM	DS
Teaching experience	-0.056	0.002	-0.055	-0.023	-0.007	-0.055
Educational attainment	-0.077	-0.032	-0.025	-0.012	0.045	0.023
Rank/Position	-0.064	-0.039	-0.093	-0.046	0.003	-0.043
IPCRF	-0.100	-0.162	-0.121	-0.097	-0.157	-0.094

Legend: Workload (WL); Performance Pressure (PP); Policy and Compliance Demands (PCD); Career Structure (CS); Career Mobility (CM); Developmental Support (DS)

****.** Correlation is significant at the 0.01 level (2-tailed); ***** Correlation is significant at the 0.05 level (2-tailed)

Table 21 shows the relationships between teacher job characteristics (age, gender, years of teaching experience, education level, rank/title, and IPCRF scores) and teacher engagement across three types of job demands (workload, performance pressure, policy and compliance). The results show that most relationships are weak and that several are negatively correlated; for example, among engaged teachers facing job demands, age, years of teaching experience, education level, and rank/title were weakly negatively related.

There were weak, positive correlations between gender and workload, performance pressure (0.095), and policy and compliance job demands, indicating small differences in perceptions of engaged women and men; however, these differences are very small. IPCRF correlations were weakly negative across the three job demands, as higher ratings may indicate greater sensitivity to workload demands or to policy and compliance standards.

The weakly negative correlation between the IPCRF ratings and job demand has significant implications for teacher job engagement: it suggests that a teacher who is more successful is likely to feel the burden of the demands placed on him/her more than a teacher with poor IPCRF ratings. The Job Demands-Resources Model (Bakker & Demerouti, 2007) supports this perspective by predicting that the way high job demands affect job engagement is dependent on how well they are balanced with adequate job resources. Thus, if a teacher has high performance ratings, then a failure to adequately balance the demands.

Similarly, the results demonstrate associations between professional characteristics or profiles (i.e., age, gender, teaching experience level/number of years) and levels of work engagement across three dimensions of job resources (i.e., career structure, career mobility, and developmental support). There were weak-to-negative correlations for most variables, with age, teaching experience, educational

attainment, and rank/position all showing weak correlation coefficients, suggesting a lack of relationship between demographic/professional characteristics and engagement with job resources (e.g., a weak relationship between male/female teachers). Sex shows weak positive correlations across all three dimensions of job resources, indicating small variations in perceptions of engagement between male/female teachers; however, all positive correlation coefficients are small. In contrast, there were weak negative correlations for IPCRF ratings across all three job resources indicating that teachers receiving higher performance ratings may have higher expectations/standards of professionalism/fairness/accessibility when it comes to career structure, mobility, and developmental support.

Thus, the findings support the principle found in DepEd Order No. 024, s. 2025, stating that engagement and career progression should be competency-based and supported through the provision of structured resources instead of based on age, tenure, or rank. The order seeks to institutionalize a standard of fairness/transparency by ensuring that career structure, mobility, and developmental support are anchored in verified competencies and demonstrated levels of professionalism, rather than in the individual's demographic attributes.

The findings regarding the weak negative correlations with the IPCRF ratings highlight the relationships between high-performing teachers being most sensitive to the presence/absence of structured resources (i.e., career structure, mobility, and developmental support) relative to Bakker and Demerouti's (2007) Job Demands – Resources (JD-R) theory, explaining that job engagement is maximized when job resources sufficiently mitigate job demands. If job resources are perceived as inadequate, even high-performing teachers can experience decreased job engagement.

Table 22. *Relationship Between Awareness of Career Promotion Practices Components and Level of Work Satisfaction*

Career Promotion Practices Components	Work Satisfaction		
	Compensation and Benefits	Professional Growth and Development	Recognition and Promotion
Qualification and Standards	0.598**	0.652**	0.691**
Promotion	0.691**	0.681**	0.695**
Competencies	0.725**	0.707**	0.702**
Classroom Teaching Career Line	0.719**	0.720**	0.737**
Learning and Development	0.702**	0.677**	0.698**

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Table 22 presents the test of the relationship between awareness of components of career promotion practices and the level of work satisfaction. It was shown that results are positive and highly significant, demonstrating that all ECP career progressions have a high correlation with all three dimensions of work satisfaction (compensation and benefits, professional growth and development, and recognition and promotion) in all cases (correlation values between 0.598 and 0.737) at a 0.01 significance level. This indicates that knowledge of career promotion practices within the ECP framework is both relevant and a significant predictor of teacher satisfaction.

Across the various components, competencies (0.702-0.725) and those related to the 'classroom teaching career line' (0.719-0.737) have the highest correlations, thereby indicating that the greatest effect on satisfaction comes from the ability to progress based on competency and clear career paths. Promotion (0.681-0.695) and learning and development (0.677-0.702) also show strong correlations, demonstrating that opportunities to advance and receive ongoing training are essential to maintaining

satisfaction. Qualification standards (0.598-0.691) have lower levels; however, they remain strongly correlated, as evidenced by the finding that providing a definition of how to progress contributes to satisfaction.

In the context of DepEd Quezon, the findings in Table 22 have been implemented and show the same results regarding the effect of career promotion practices on teacher satisfaction. The division is using localized memoranda to formally adopt the ECP system, requiring district-level evaluation committees to review teachers' qualifications, competencies, and professional development records. The system provides teachers with clearer standards and a path to promotion based on those standards, which is why there are strong correlations among qualification standards, promotion, and satisfaction with compensation, professional growth, and recognition because of the ECP system. According to some Quezon District Teachers, having district sub-commitments for promotion evaluation has established greater transparency and fairness than previous processes. Under the old system for determining promotions, a teacher could be promoted only if an open position was available. But now, with the ECP system, the teacher's accomplishment can be the determining factor in being considered for a promotion. This is indicated by the strong correlation values in Table 22, with promotion (0.691-0.695) and competencies (0.702-0.725).

As a result of changes to the promotion structure, teachers are more satisfied because they can see they are being recognized for their efforts to develop professionally and for their effectiveness as instructors through evaluations. Further, experience in the Department of Education in Quezon shows that the integration of the Philippine Professional Standards for Teachers (PPST) into the teacher evaluation process is a key practice. Through the orientation on the evaluation process, teachers now understand how they will be evaluated on their competencies in pedagogy, leadership, and professional growth, and how this relates to their career growth within the Department. This alignment of teaching and career aspirations increased teachers' positive attitudes toward the evaluation process, as demonstrated by the correlation between the "Classroom Teaching Career Line" and "Satisfaction" (0.719 - 0.737). As a result of the positive experience teachers had with the promotion and career path processes, they were more aware of the potential paths they could take and of how to advance within their careers.

Additionally, the Quezon Division has placed greater emphasis on providing Learning and Development (L&D) opportunities through National Educators Academy of the Philippines (NEAP)-approved programs. The training and development opportunities provided to Quezon teachers will support promotions because the training sessions have been specifically designed to meet the Department of Education's promotional requirements, and, as a result, L&D and satisfaction are highly correlated (0.677 - 0.702). Although the structure is effective, during the interviews with Quezon Teachers, those in rural areas reported having limited access to these programs. This suggests that there continues to be significant inequities in the distribution of resources and training opportunities within the Education System. Substantial evidence indicates a direct link between teachers' job satisfaction and the presence of an ECP (Educational Career Pathway) System as an institutional mechanism. The strength of these correlations suggests that job satisfaction is more than a coincidence; it is systematically dependent upon the institutional mechanisms found within the ECP framework.

The findings support the stated purpose of a DepEd Order No. 024, s. 2025; to establish a Competency-Based Assessment, Structure, and Process as foundational to career and increased motivation and job satisfaction of teachers. Fairness, transparency, and merit-based promotion are important concepts established in the order and are reflected in strong correlations between teachers' job satisfaction and the expectation of equitable recognition and reward for their competencies within an established career ladder with opportunities for career progression and professional development.

Furthermore, the results of this research study support the proposed Job Demands-Resources Model developed by Bakker and Demerouti (2007), which posits that job resources such as career

structure, promotion opportunities, and developmental support are the best predictors of job engagement and satisfaction. Components of the ECP provide resources to support teachers' workloads and help maintain motivation.

In addition, Table 22 presents the correlation between understanding of Career Promotion Practice components and teachers' work satisfaction levels, as they relate to compensation and benefits, professional growth and development, and recognition and promotion. All components of career promotion practices have strong, positive, and statistically significant relationships ($p < .001$) with each dimension of teacher work Satisfaction. As teachers become more aware of the benefits associated with career promotion practices, they will tend to have higher levels of work satisfaction.

By and large, the most significant relationship between compensation and benefits is through competencies ($r = 0.725$), followed closely by classroom teaching career line ($r = 0.719$) and learning and development ($r = 0.702$). Therefore, teachers often perceive an even stronger relationship between fair compensation and their level of professionalism, teaching performance, and ability to continue learning. This may be due in part to the Department of Education in the Philippines' implementation of merit-based progression. Teachers demonstrating higher levels of professional competence and improved instructional practices may receive salary increases and promotions through merit-based progression. This demonstrates an effort by schools and division offices to link the accountability system for compensation with performance standards for teachers, such as the Philippine Professional Standards for Teachers (PPST).

For Professional Growth and Development, the highest deferential exists in Classroom Teaching Career Line ($r = 0.720$), followed by Competencies ($r = 0.707$) and Promotion ($r = 0.681$). This suggests that teachers view their professional growth as directly related to their career paths as teachers and to how well they meet expected competencies. Teachers' views on the relationship between their professional development opportunities (e.g., seminars, LAC sessions, graduate studies, training) and promotion requirements may contribute to this perception. Teachers who can connect the dots between their classroom performance and their acquired level of competency, and who have opportunities for professional advancement, are generally more satisfied than those who do not. The contributions to this phenomenon stem from both the institution's efforts to support improvements in teachers' practice and teachers' own motivation to continuously improve and grow as learners. Regarding both Recognition and Promotion, the strongest connection is between Classroom Teaching Career Lines ($r=0.737$), the highest correlation in this study, followed by Competencies ($r=0.702$), Learning & Development ($r=0.698$), and Promotions ($r=0.695$). Therefore, teachers feel they have been acknowledged as professionals when they are connected to the classroom through an advancement opportunity or recognized as educators within the school structure. Similarly, in public schools, similar connections exist between teachers who take a lead role in delivering instruction, implementing school initiatives, and supporting their students to achieve at the highest level and receive the highest level of recognition from their administrator or district supervisors. Thus, the significant relationship between recognition and performance in the classroom demonstrates that both recognition and promotion will be highly valued based on visible outcomes. Therefore, both the administrative initiative and the systemic realities of the Philippine school system demonstrate that promotions are often tied to performance ratings, portfolio achievements, and available plantilla positions.

On the other hand, Qualification and Standards have been consistently found to have some relationship to the different dimensions ($r=0.598$, 0.652 , and 0.691) with the lowest correlations; therefore, showing that while educators understand that obtaining formal qualifications is important, such as earning degrees from universities and being eligible for employment; these alone will not provide them with a great deal of satisfaction working if they do not have access to promotions, recognition, or professional support, which are linked to the ability to advance in their respective careers. Many teachers in public schools have attained high levels of education and qualifications, but many still find it difficult

to advance in their careers due to limited plantilla items and a very bureaucratic process. Satisfaction depends on more than simply meeting preset standards; it is also the practical realization of career advancement.

From an attribution perspective, the findings can be attributed to three primary factors: institutional initiatives, teacher initiatives, and organizational conditions. Institutional initiatives include the actions of individuals (e.g., school principals and district supervisors) and DepEd's actions involving the development and implementation of transparent promotion processes, professional development programs, and mechanisms of recognition. There are many teacher initiatives that involve teachers taking the necessary proactive measures to enhance their competencies, e.g., completing graduate degree requirements, attending workshops, and providing superior instruction. Organizational conditions include the external realities of limited promotion opportunities and high workloads, and the apparent disconnect between policy and implementation, and limited funding sources that can either facilitate or impede satisfaction.

The findings support prior research indicating that work satisfaction is not based solely on an employer's promotion policies but also on how those policies are implemented and experienced at the actual school site. When teachers experience promotion processes that are clear, competency-based, and accompanied by genuine recognition and developmental opportunities, they tend to be more satisfied. These findings also align with Herzberg's Motivation Theory, which emphasizes the importance of Recognition, Achievement, and Advancement for job satisfaction. The findings also emphasize how the Expanded Career Progression System can positively contribute to the morale and retention of teachers in the Public School System in the Philippines.

Capistrano and Tamayo (2025) emphasized that the ECP system motivates teachers by aligning teachers' career progression with their competencies and professional standards. The strong correlations in Table 22 support this, as they indicate that maximum satisfaction results from competency-based progression.

Gragasin et al. (2023) indicated that satisfaction should increase due to fairness in teacher evaluation processes, such as performance evaluations (IPCRF). The data shown not only demonstrates that these correlations exist but, more importantly, that satisfaction with progress is linked to the larger structural supports within the ECP system. Lastly, Song (2023) highlighted sustained employee satisfaction and engagement as a function of the extent to which growth opportunities are not only apparent but also aligned with employees' organizational goals. Strong correlations were found between satisfaction and the various components of the ECP system, indicating that teachers believed the ECP was a legitimate, transparent, and motivating system.

The correlation analysis demonstrated in Table 22 supports the conclusion that the ECP system has been developed as the foundation of teacher satisfaction. There are strong, statistically significant correlations established between compensation, growth, and recognition within qualification standards, promotions, competencies, career lines, and learning and development, which indicates that the satisfaction felt by teachers was not random or a function of some demographic, but more of a function of the institutional design of the ECP system.

In conclusion, teacher satisfaction is most likely to be found when there is a competency-based career progression process and a transparent process that includes structured growth and recognition opportunities. The results support the direction of DepEd Order No. 024, s. 2025, affirming that the ECP framework is not only relevant but is critical to the sustainability of teacher motivation, engagement, and professional fulfilment.

Table 23. Relationship Between Awareness of Career Promotion Practices Components and Level of Work Engagement as to Job Demands and Job Resources

Career Promotion Practices	Engagement with Job Demands			Engagement with Job Resources		
	WL	PP	PCD	CS	CM	DS
Qualification and Standards	0.598**	0.635**	0.634**	0.618**	0.683**	0.672**
Promotion	0.651**	0.679**	0.667**	0.689**	0.705**	0.714**
Competencies	0.694**	0.722**	0.711**	0.705**	0.696**	0.716**
Classroom Teaching Career Line	0.690**	0.732**	0.73**	0.716**	0.718**	0.728**
Learning and Development	0.662**	0.698**	0.665**	0.658**	0.645**	0.675**

Legend: Workload (WL); Performance Pressure (PP); Policy and Compliance Demands (PCD); Career Structure (CS); Career Mobility (CM); Developmental Support (DS)

** Correlation is significant at the 0.01 level (2-tailed); * Correlation is significant at the 0.05 level (2-tailed)

According to Table 23, Career Promotion Practices are all highly positively correlated with teacher/manager engagement across the three work-related categories: workload, performance pressure, and policy/compliance. The correlation coefficients for all career promotion practices with teacher/manager engagement ranged from 0.598 to 0.732, and all correlations were highly statistically significant ($p \leq 0.01$). This data indicates that the ECP framework positively contributes to maintaining teacher/manager engagement levels, even under high job-demand conditions.

The correlations between teacher competency, the classroom teaching career line, and teacher work engagement were the strongest among career promotion practices (competency corridor: 0.694-0.722; classroom teaching career line: 0.690-0.732). Therefore, these results would suggest that teachers can successfully manage work demands due to the clear competency-based career progression and fast track to classroom practice.

While promotion and professional development practices had strong correlations with teacher work engagement (promotion: 0.651-0.679; professional development: 0.662-0.698), they offered weaker support than teacher competencies and the classroom teaching career path in helping teachers manage high job demands.

Teacher qualification standards also had strong correlations with teacher work engagement (qualification standards correlation 0.598-0.635). Even though qualification standards are the least correlated career promotion practice with teacher work engagement, they still highlight a clear link between meaningful progression (advancement) criteria for teachers and their ability to manage work demands.

As demonstrated by the rollout of the Expanded Career Progression (ECP) System, DepEd Quezon has shown a clear, sequential relationship between teacher career promotion practices and teacher engagement in the workplace. The division has developed localized ECP implementation and evaluation policies and procedures to align with the National Policy, which mandated the establishment of district-level committees to evaluate teacher qualifications, job competencies, and professional development. The promotion practice of ECP promoted a shift in distribution from vacancy to merit-based outcomes for teachers' promotion, resulting in an increased level of inquiry into career progression for teachers, as well as increased levels of fairness and transparency, and an increase in engagement levels for teachers to meet work demands (workload, performance pressures, and compliance). Teachers indicated that their desire to meet job expectations was driven by the anticipation that their efforts would

lead to promotional opportunities. The use of the Philippine Professional Standards for Teachers (PPST) in updating teacher evaluation in Quezon has enabled teachers to evaluate student learning and textbook progression using the same set of criteria and information. Teachers became involved in compliance and classroom responsibilities, viewing them as opportunities for promotion. The division also offered Learning and Development Programs for teachers through NEAP-recognized professional development, with successful completion resulting in professional development units (PDUs), which qualified teachers for promotion. Urban teachers found it easier to access professional development than rural teachers did; examples include travel expenses and scheduling issues, which were additional barriers for rural teachers seeking to access the program. Teachers in the division demonstrated a high level of engagement, but varying degrees of access to program services were evident by geographic location.

For example, in 2025-2026, teachers promoted under the ECP system who had been in a position for a long time because of merit were promoted to a higher level. Some teachers indicated they were motivated to pursue a career in education because of the validation they received for their professional role as educators and the professional development they gained through the promotion process. The promotion process prompted teachers to commit to career mobility and professional development by providing information on the impact of professional development on meeting work requirements and complying with policy requirements.

These highlights provide significant evidence that the ECP system transformed job expectations, shifting them from job stressors to job motivators. Teachers become actively involved in their profession because they have the necessary institutional support—the resources obtained through competency-based progression, career trajectories, promotions, and opportunities for self-development—that enable them to effectively manage the stressors of their profession, even when faced with heavy demands. There is a significant positive correlation between teacher engagement and both institutional support and the demand for work. Teacher engagement will be maximized only when there is an equal balance between their level of demands and their available resources, which aligns with Bakker and Demerouti's Job Demands-Resources Model (2007).

The results are in direct support of the objective of the Department of Education Order No. 024, s. 2025, which establishes competency-based progression and clearly defined career trajectory lines as mechanisms to support teacher engagement and motivation. In the data collected from DepEd teachers, the emphasis on fairness, transparency, and merit-based recognition is a reflection of how teachers are engaged; the majority of teachers were most engaged when they perceived that there were clear pathways to promotion, equitable recognition of competencies, and easy opportunities for development, even when facing the stress imposed by workload, performance pressure, and compliance.

In addition, all dimensions of Career Promotion Practices demonstrate a significant and positive correlation to the dimensions of teacher engagement at the 0.01 probability level; therefore, the perception of teachers regarding the level of implementation for Career Promotion Practices will significantly influence their level of engagement, regardless of the level of demands and the level of resources available to them.

The most significant association found in the Work Engagement as it relates to the Job Demands—Workload, Performance Pressure, and Policy and Compliance Demands—was for the Career Line of Classroom Teaching with respect to Policy and Compliance Demands ($r = 0.735$), followed closely by Performance Pressure ($r = 0.736$), with Workload ($r = 0.689$) having the least significant association; meaning that teachers who are clearly made aware of their Career Path in Classroom Teaching are more likely to manage heavy workloads, meet performance requirements, and comply with the policies of the institution. Teachers in the public school system of the Philippines must manage many other responsibilities alongside their teaching jobs. Other responsibilities may include completing required documents from their school and/or the Department of Education, submitting reports on school activities, ensuring adequate support for co-curricular activities, and complying with other Department of

Education requirements. If teachers perceive that their work will help them develop and progress in their careers, they will become more engaged in their work than disenchanted with it. Partially related to the level of engagement of teachers is the level of motivation of teachers, which generally comes from institutional clarity about what is expected from them in addition to the perception that their work will produce future rewards.

Similarly, Competencies show significant relationships with Job Demands, with Performance Pressure ($r = 0.722$) and Policy & Compliance Demands ($r = 0.711$), indicating the strongest relationships. Teachers who have a high level of awareness of their competency requirements will typically manage their performance expectations positively. This is because the Philippine Professional Standards for Teachers (PPST) are the framework for all teacher evaluation and promotion, teachers who are aware that competencies affect their career advancement are much more engaged in the performance of their duties than they would be without that knowledge. Teachers' motivation and engagement are a function of both their intrinsic motivation and the administrative support provided by their leaders and supervisors as they strive to continuously improve the quality of instruction provided to students, while their school leaders monitor each teacher's competency-based performance.

Engagement in terms of job resources shows the strongest correlations with the Classroom Teaching Career Line in Developmental Support ($r = 0.728$), Career Mobility ($r = 0.718$), and Career Structure ($r = 0.716$). Teachers become more engaged when they perceive classroom teaching as providing them with opportunities for both support and mobility, along with the ability to progress in their profession long term. Developmental support includes mentoring, coaching, scheduled training sessions, and assistance from school leaders. Philippine teachers with high motivation will look to their principal for support with their promotion requirements, recommendations for additional training, and assistance in preparing their portfolios to ensure they can obtain a higher rank and a promotion in their careers. The promotion component showed a strong positive correlation with job resources, especially Developmental Support ($r = 0.714$) and Career Mobility ($r = 0.705$). This provides evidence that promotion is not merely an end goal for a teacher but a source of motivation that encourages them to remain engaged in teaching. When teachers feel that the promotion system is fair and within reach, they will typically invest more effort in their work and professional development. This aspect of promotion will be much more significant in the Philippines, as many teachers experience high levels of frustration due to the long waiting periods to secure a promotion; therefore, a clearly defined system by which promotions are awarded will be more likely to encourage a higher level of engagement on the part of a teacher.

Conversely, the Qualification and Standards components showed a weak correlation with both job demands and job resources, yet there was still some statistical significance in the range of ($r = 0.598$ to 0.683). This indicates that formal qualifications, including eligibility, educational attainment, and certifications, are significant; however, in and of themselves, they do not strongly correlate to a teacher's ability to be engaged in his/her work unless they can also have access to the same level of developmental opportunities, and to this category of institutional supports. Some teachers pursue graduate studies and hold professional qualifications; however, they may experience limited advancement due to staffing shortages or promotion delays. Thus, having the appropriate qualifications matched to appropriate job functions will continue to provide the basis for sustaining engagement in a particular career.

It can be concluded that three major factors contribute to the aforementioned outcomes: institutional initiative, teacher initiative, and organizational conditions. Institutional initiative refers to the DepEd Policy, the school's leadership, and the promotion systems that provide teachers with a career path, recognition, and equal levels of developmental support. Teacher initiative is about teachers taking the lead in developing their skills, managing the expectations of their roles, and seeking out professional growth opportunities, regardless of challenges. Organizational context refers to what teachers experience in their daily routine as it relates to the demands placed upon them by their institution, including

workload, administrative duties, and, in general, difficulties arising from inefficiencies in the systemic aspects of policy and procedure.

A major theme across the Classroom Teaching Career Line research is that teachers are most engaged when they can see a direct correlation between their classroom performance and the future career opportunities available to them. This begins with the very real experience of teaching in a public school: the most powerful indicators of a teacher's effectiveness in the classroom are learner achievement and how well the teacher demonstrates leadership in their school programs, both of which tend to correlate with promotion and recognition by the school district or the community. Therefore, when teachers experience high expectations in their work, they are most likely to continue working diligently when they perceive that they are working for a system that provides a fairly distributed workload, administrative support, and opportunities to advance in their careers.

The findings from the Classroom Teaching Career Line are consistent with Bakker and Demerouti's (2007) Job Demands–Resources (JD-R) model, whereby high levels of employee engagement are achieved through the balancing of high demand levels with an abundance of job resources such as support, recognition, and advancement in their careers. For teachers in the public school system, career advancement systems provide critical job resources that help reduce burnout and increase motivation. Thus, the development of transparent processes, competency-based promotion, and supportive promotion systems that enhance teacher engagement and long-term retention is critical to improving the Philippine education system.

The findings are also consistent with Greenberg's (1990) theory of organizational justice, whereby the perception of fair processes and outcomes outweighs the intensity of demand as the primary driver of engagement. Through the ECP system, processes and outcomes are fair because they ensure demand is balanced with sufficient job resources. Ultimately, teacher engagement is influenced by their level of work-related stress and the institutional support they receive. The results of this study confirm that the ECP system offers more than just career advancement options; it also serves as a tool for resilience, creating an environment in which teachers are engaged and perform at their best.

The Data from this study show that the Career Promotion Practices of the ECP system are critical factors in determining teacher engagement in relation to job-related stressors (workload, performance pressure, and compliance). Each component (qualification standards, promotion, competency, career paths, and professional development) has a positive and statistically significant correlation with stressors that increase teacher engagement, as mediated by the institutional design of ECP's Career Promotion Practices.

Therefore, the findings suggest that teacher engagement increases under job-related stress with competency-based progression, through an open, clearly defined, and continuously monitored opportunity to gain recognition and develop professionally. The findings lend support to the policy objective of DMF on 017, s. In 2025, as well, the ECP career development framework is an integral part of maintaining teacher motivation, resilience, and job satisfaction in the face of job-related stress.

Finally, Table 23 demonstrates that each component of the Career Promotion Practices exhibits a very high positive correlation with teacher engagement regarding job resource capabilities (career structure, career mobility, and/or developmental supports) compared to job demands. The correlation values among the Career Promotion Practices range from .618 to .728, both of which are highly significant at the 0.01 level, thus confirming that the ECP career development framework is a primary driver of teacher engagement. The most significant correlations were found for the classroom teaching career line (0.716–0.728) and competencies (0.696–0.716), suggesting that the greatest sustained engagement among teachers is achieved when their career progression is based on their competency level and when classroom practice is seen as a legitimate career pathway. Moreover, the correlation with promotion (0.689–0.714) is likewise strong, demonstrating that access to advancement is a critical component of engagement. Qualification standards (0.618–0.672) and learning and development (0.645–

0.675) remain significantly associated with job resources, thereby reinforcing engagement through access to clear criteria and continuous training. Together, these data illustrate that the ECP system serves both as an instrument for career progression and as the framework through which teacher engagement is driven by job-related resources, such as providing teachers with a career structure, mobility, and supportive resources to maximize these resources through competency-based progression and transparent career pathways. The data show that teachers are engaged because they perceive fairness, clarity, and opportunity in the ECP framework, and that these resources empower them to thrive in their careers.

This finding supports the intent of DepEd Order No. 024, s. 2025, which institutionalizes both teacher career lines and competencies, as well as the provision of developmental support as the basis for teacher motivation and emphasizes the importance of meritocracy and transparency. Teachers report the highest levels of engagement when they perceive both career mobility and developmental support as being accessible, fair, and aligned with their professional standards.

Essentially, the ECP framework provides the foundation for sustained engagement when the teacher's progression is competency-based, transparent, and supported by structured opportunities for career mobility and developmental support. Furthermore, the ECP framework demonstrates that the policy direction of DepEd Order No. 024, s. 2025, affirmatively concludes that the ECP framework is necessary to sustain teacher motivation, engagement, and professional growth.

The overall analysis of the data supports a single narrative: teacher satisfaction and engagement are determined primarily by the alignment of a teacher's demographic information and personal profile with the mechanics of the ECP system, as directed by DepEd Order No. 024, s. 2025. Of interest, the dimensions of compensation, professional growth, recognition, workload, performance pressure, compliance, career structure, mobility, and developmental support exhibited moderate-to-strong satisfaction and engagement levels, with the strongest correlations observed between the Career Promotion Practices components and both teacher satisfaction and engagement. The strong, statistically significant correlations among competencies, structured career lines, promotion opportunities, and opportunities for continuous development validate the assertions that career progression is the greatest driver of teachers' motivation, resilience, and professional fulfillment. The results support the policy direction of the ECP framework: by establishing fairness, transparency, and meritocracy as foundational principles, the ECP framework transforms job demands to motivate teachers and job resources to sustain them. In conclusion, this synthesis of the data illustrates that teacher satisfaction and engagement are at their greatest level when the teacher's progression is competency-based, transparent, and supported by structured opportunities to grow and be recognized; thus, the ECP framework is a mechanism of career advancement for teachers but also the basis of providing sustained motivation for teachers, organizational effectiveness, and educational quality.

Recommendations

The study concluded that teachers' professional profile, including teaching experience, educational attainment, rank or position, and IPCRF rating, does not significantly influence their levels of work satisfaction and work engagement. This suggests that demographic and professional characteristics alone are insufficient determinants of teachers' motivation and engagement in the workplace. However, the components of Career Promotion Practices under the Expanded Career Progression System were found to have a significant relationship with teachers' work satisfaction and work engagement, indicating that fair, transparent, and supportive promotion systems contribute positively to teachers' professional motivation, commitment, and overall workplace engagement. These findings emphasize the importance of strengthening Career Promotion Practices as an institutional support mechanism that enhances teachers' professional growth and organizational well-being. Furthermore, the study contributes to existing educational management literature by highlighting the role of career progression policies as essential job resources that foster teacher satisfaction and engagement

within public elementary schools.

Based on the findings and conclusions of the study, it is recommended that teachers continue pursuing professional development opportunities, advanced studies, and competency enhancement programs to strengthen their qualifications and maximize the benefits provided by the Expanded Career Progression System. School administrators and principals should provide clear guidance regarding promotion qualifications, competency standards, and career pathways while strengthening mentoring, coaching, and recognition programs that encourage continuous professional growth. The Division Office of Quezon and the Department of Education may further improve the implementation of Career Promotion Practices by ensuring transparent promotion procedures, equitable competency-based evaluations, accessible learning and development opportunities, and supportive monitoring systems that address teachers' professional needs. Moreover, administrators should develop strategies that balance teachers' workload demands with adequate institutional support and resources to sustain motivation, job satisfaction, and work engagement among public elementary school teachers.

Future researchers are encouraged to expand the scope of similar studies by including participants from other school divisions, regions, or educational levels to increase the generalizability of findings. Longitudinal studies may also be conducted to examine the long-term effects of Career Promotion Practices on teachers' professional growth, retention, satisfaction, and engagement over time. Additionally, qualitative or mixed-methods approaches may provide deeper insights into teachers' lived experiences, perceptions, and challenges regarding the implementation of the Expanded Career Progression System. Further investigation into organizational climate, leadership support, and policy implementation practices may also contribute to a more comprehensive understanding of factors influencing teacher motivation and engagement in the public-school elementary teachers.

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