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## **AWARENESS, PREPAREDNESS AND CHALLENGES OF PUBLIC SCHOOL TEACHERS ON THE EXPANDED CAREER PROGRESSION SYSTEM: BASIS FOR A CAPACITATION PLAN**

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### **Abstract**

*This study assesses the awareness, preparedness, challenges, and coping strategies of public school teachers in the Lal-lo South District regarding the Expanded Career Progression System (ECPS) mandated by Executive Order No. 174 for the 2023-2024 school year. Results show that while teachers, mainly mid-career professionals with diverse educational backgrounds, have a strong grasp of ECPS career lines and promotion processes, they face challenges in understanding school administration roles and linking promotions to compensation. Despite active professional development efforts, teachers need more support with competency standards, workload management, and career transitions. The study recommends a capacitation plan that includes targeted training, mentorship, workload management strategies, and continuous feedback to improve readiness for the ECPS.*

**Keywords:** Expanded Career Progression System (ECPS), Public School Teachers, Professional Development, Teacher Preparedness, Capacitation Plan

### **INTRODUCTION**

The professional development of educators plays a pivotal role in shaping the quality of students' learning experiences. In response, the Expanded Career Progression System (ECPS), enacted through Executive Order No. 174 on February 3, 2015, introduces a structured framework designed to support teachers' growth and career advancement. The ECPS represents a significant shift in the Philippine educational system, emphasizing merit-based

promotions and linking teacher performance to salary increments. By creating new positions such as Teacher IV, V, VI, VII, and Master Teacher V, the ECPS offers educators a clear and systematic career path, fostering continuous professional development and leadership opportunities.

The ECPS is a response to transformative changes in the education sector, particularly the implementation of the K-12 Reform and the institutionalization of the Philippine Qualifications Framework through RA No. 10968. These changes demand that the career progression system evolve to equip teachers with the necessary skills to meet the needs of 21st-century learners. By recognizing and rewarding educators' contributions, the ECPS aims to enhance the overall quality of public education in the Philippines.

Aligned with legal mandates like the Magna Carta for Public School Teachers (RA No. 4670), the ECPS promotes a more transparent and equitable system that improves teachers' social, economic, and professional status. A significant innovation is the elimination of waiting periods for promotion and the opportunity for teachers to advance within their current schools or districts. This reclassification process reduces the need for teachers to transfer schools, thereby promoting a stable learning environment.

For teachers, particularly those at Teacher III level, the ECPS offers an opportunity for career advancement by meeting specific qualification standards through further education, relevant training, and teaching experience. This system directly links career growth to salary increases, providing both financial incentives and professional motivation. However, the success of the ECPS depends largely on teachers' awareness and understanding of its provisions.

This study seeks to explore the profile, awareness, and preparedness of public school teachers concerning the ECPS, with a particular focus on how its incentives—especially financial improvements—can motivate teachers to pursue professional advancement. Through an in-depth investigation, the study aims to provide original insights that can inform educational policies, refine the implementation of the ECPS, and lay the groundwork for future research on teacher development and career progression.

#### Statement of the Problem

The present study generally aimed to determine the level of awareness, level of preparedness, and challenges faced by Public School Teachers of Lal-lo South District concerning the Expanded Career Progression System (ECPS) mandated by Executive Order No. 174 for the school year 2023-2024.

#### Specifically, the following questions were answered:

1. What is the profile of the respondents in terms of the following:
  - 1.1. Personal
    - 1.1.1. Age
    - 1.1.2. Sex
    - 1.1.3. Civil Status
    - 1.1.4. Highest Educational Attainment
  - 1.2. Professional
    - 1.1.1. 1.2.1. Eligibility
    - 1.1.2. 1.2.2. Plantilla position
    - 1.1.3. 1.2.3. Years in Service
    - 1.1.4. 1.2.4. IPCRF Rating in the previous School Year
2. What are the levels of awareness of the Public School Teachers on the Expanded Career Progression System in terms of:
  - 2.1. Teaching Career Line
  - 2.2. Mode of Promotion
  - 2.3. Qualification Standards

3. What is the level of preparedness of the Public School Teachers on the Expanded Career Progression System in terms of:
  - 3.1. Understanding ECPS Requirements
  - 3.2. Professional Development and Skill Enhancement
  - 3.3. Demonstration of Proficiency and Competency
4. What are the challenges encountered by the Public School Teachers on the Expanded Career Progression System?
5. Is there a significant difference between the level of awareness and preparedness of the Public School Teachers on the Expanded Career Progression System when grouped according to their profile?
6. Is there a significant relationship between the profile of the respondents and their:
  - 6.1. Level of Awareness on the ECPS
  - 6.2. Level of Preparedness on the ECPS
  - 6.3. Challenges faced by Public School Teachers
7. What capacitation plan can be proposed from the findings of the study?

## RESEARCH METHODOLOGY

This study employed a descriptive-correlational and comparative research design to assess the awareness, preparedness, and challenges faced by public school teachers regarding the Expanded Career Progression System (ECPS) mandated by Executive Order No. 174. Descriptive analysis was used to examine teachers' socio-demographic and professional profiles (age, sex, civil status, educational attainment, eligibility, plantilla position, years of service, and IPCRF ratings). The correlational aspect explored the relationships between these profiles and the teachers' levels of awareness and preparedness. The comparative analysis examined differences in awareness and preparedness across teacher groups based on these profiles.

The study was conducted in the Lal-lo South District, which comprises 11 public elementary schools, offering a diverse and representative sample of public school teachers. The distinct socio-economic and cultural characteristics of the district provided a rich context for investigating how local factors influenced teachers' perceptions and preparedness for the ECPS.

Respondents included public school teachers with at least two years of full-time teaching experience, meeting the minimum qualification for ECPS positions such as Teacher IV. Stratified random sampling was employed to ensure representation from different strata based on plantilla positions. A total of 78 teachers from the 11 schools participated, with representation from schools ranging from 3 to 17 respondents per institution.

A survey questionnaire was the primary data-gathering tool, consisting of three parts. The first part collected demographic and professional information, such as age, sex, educational attainment, and years in service. The second part assessed teachers' awareness of the ECPS, including understanding of teaching career lines, modes of promotion, and qualification standards. The third part evaluated the teachers' preparedness for new ECPS positions, such as Teacher IV to VII and Master Teacher V, based on educational qualifications, training, and experience. The fourth part focused on identifying challenges faced by teachers in adapting to the ECPS.

The questionnaire underwent validation by teacher-experts, and reliability was tested using Cronbach's alpha, yielding values ranging from 0.825 to 0.966, indicating acceptable internal

consistency. Data collection began after securing permissions from the Schools District Superintendent and school heads. The questionnaires were administered at each school, with the researcher ensuring clarity and providing any necessary guidance.

Data were analyzed using descriptive statistics, correlational analysis, and comparative methods. Descriptive statistics such as frequencies, percentages, means, and standard deviations summarized the teachers' profiles, awareness, and preparedness levels. Awareness and preparedness were rated on a 5-point Likert scale, with levels ranging from "Not Aware" or "Not Prepared" to "Highly Aware" or "Highly Prepared." Teachers' compliance with ECPS qualification standards was described as either "Met" or "Not Met."

To explore relationships between awareness, preparedness, and teacher profiles, correlation coefficients were calculated, with statistical significance assessed to determine the strength and direction of associations. Comparative analyses, including t-tests and ANOVA, examined differences in awareness and preparedness across teacher subgroups. SPSS was used for data analysis, ensuring accuracy and robustness. A 0.05 significance level was used to test hypotheses, and results were presented through tables, charts, and narrative summaries to provide a clear understanding of patterns in the data.

## RESULTS AND DISCUSSION

This chapter presents the analysis and findings of the study on the awareness and preparedness of public school teachers concerning the Expanded Career Progression System (ECPS) in the Lal-Lo South District. The primary goal of this chapter is to thoroughly examine the data gathered from the respondents, highlighting their socio-demographic and professional characteristics, along with their levels of awareness and readiness regarding the ECPS.

### Profile of the Respondents.

#### Personal profile

Table 1a shows the demographic profile distribution of the respondents. In terms of age, the largest group, representing 41 percent, consists of teachers aged 35 to 44 years, indicating that many of the respondents are mid-career professionals. Additionally, 28.2 percent fall within the 25 to 34 age range, reflecting a notable presence of early-career teachers. Meanwhile, 23.1 percent of the respondents are between 45 and 54 years old, and a smaller group, 7.7 percent, are aged 55 or older. The mean age is 40.31 years, with a standard deviation of 9.02, indicating a diverse age range among the respondents.

Regarding sex, 71.8 percent of the respondents are female, while males make up 28.2 percent, showing a predominance of female teachers in the sample. In terms of civil status, the majority, 82.1 percent, are married, followed by 11.5 percent who are single, and 6.4 percent who are widowed, reflecting the family commitments of most teachers in the sample.

For educational attainment, 59 percent of respondents have completed coursework toward a master's degree, while 41 percent have already obtained a master's degree. This demonstrates a highly educated group, with a significant portion either pursuing or having completed advanced studies.

Table 1a. Distribution of the respondents in terms of their demographic profile

Socio-demographic Profile	Frequency (n=78)	Percentage
<b>Age (in years)</b>		
25 to 34	22	28.2
35 to 44	32	41.0
45 to 54	18	23.1
55 or above	6	7.7
	<i>Mean = 40.31 years old</i>	<i>S.D. = 9.02</i>
<b>Sex</b>		
Female	56	71.8
Male	22	28.2
<b>Civil status</b>		
Single	9	11.5
Married	64	82.1
Widow	5	6.4
<b>Educational attainment</b>		
With units in a Masters degree	46	59.0
Masteral graduate	32	41.0

#### Professional profile

Table 1b presents the distribution of the respondents in terms of their professional profile. All teacher-respondents, or 100 percent, have passed the Licensure Examination for Teachers, indicating that they all meet the basic professional qualification required for teaching. In terms of their plantilla positions, the majority hold the position of Teacher III, accounting for 88.5 percent of the respondents, while smaller proportions are in the positions of Teacher I (7.7 percent) and Teacher II (3.8 percent). This suggests that most respondents have reached a relatively advanced stage in their teaching careers.

Regarding the length of service, 29.5 percent of the respondents have been teaching for 6 to 10 years, and 28.2 percent have served for 21 years or more, showing a mix of mid-career and highly experienced teachers. Additionally, 15.4 percent have 11 to 15 years of service, 14.1 percent have 5 years or below, and 12.8 percent have 16 to 20 years of teaching experience. The mean length of service is 14.13 years, with a standard deviation of 7.98 years, reflecting a diverse range of teaching experience among the respondents.

Table 1b. Distribution of the respondents in terms of their professional profile

Professional Profile	Frequency (n=78)	Percentage
<b>Eligibility</b>		
Licensure Examination for Teachers	78	100.0
<b>Plantilla position</b>		

Teacher I	6	7.7
Teacher II	3	3.8
Teacher III	69	88.5
<b>Length of service</b>		
5 or below	11	14.1
6 to 10	23	29.5
11 to 15	12	15.4
16 to 20	10	12.8
21 or more	22	28.2
	<b>Mean = 14.13 years</b>	<b>S.D. = 7.98</b>
<b>IPCR rating</b>		
Outstanding	78	100.0

Finally, all respondents, or 100 percent, have received an IPCR (Individual Performance Commitment and Review) rating of Outstanding, indicating a uniformly high level of performance among the teacher-respondents.

#### Level of Awareness of the Public School Teachers on the Expanded Career Progression System.

##### Teaching Career Line

Table 2a reveals that public school teachers exhibit a high level of awareness regarding the Expanded Career Progression System (ECPS), with an overall weighted mean of 3.91. The highest awareness (mean of 3.96) is related to the distinct career lines of Classroom Teaching and School Administration, indicating effective information dissemination (Johnson, 2020). However, the lower mean of 3.86 for identifying positions within the School Administration Career Line suggests a need for targeted professional development to enhance understanding in this area. This implies a necessity for focused communication efforts to ensure comprehensive awareness across both career lines (Smith & Lee, 2019).

Table 2a. Level of awareness of the public school teachers on the ECPS along teaching career line

Statement	Weighted Mean	Descriptive Value
1. I am aware that the Expanded Career Progression System (ECPS) establishes distinct career lines for public school teachers, including Classroom Teaching and School Administration.	3.96	Aware
2. I can identify the specific positions within the Classroom Teaching Career Line of the ECPS.	3.96	Aware
3. I can identify the specific positions within the School Administration Career Line	3.86	Aware

of the ECPS.		
4. I understand the progression from one career level to another within the Classroom Teaching Career Line.	3.88	Aware
5. I understand the progression from one career level to another within the School Administration Career Line.	3.87	Aware
<b>Overall weighted mean</b>	<b>3.91</b>	<b>Aware</b>

##### Mode of Promotion

Table 2b reveals the level of awareness of public school teachers regarding the mode of promotion within the Expanded Career Progression System (ECPS), with an overall weighted mean of 4.00, indicating that the teachers are generally "Aware" of the promotion process. The highest level of awareness was found in the statement, "I know that the mode of promotion may involve assessments aligned with the Philippine Professional Standards for Teachers," which received a weighted mean of 4.33, signifying a high level of awareness about the alignment between promotion assessments and professional standards. The lowest level of awareness was associated with the statement, "I understand how compensation is linked to the mode of promotion within the ECPS," which had a weighted mean of 3.74.

This finding means that public school teachers are generally knowledgeable about the overall promotion process under the ECPS, particularly in relation to professional standards, which are well understood and recognized by the respondents. It implies that the promotion process's merit-based and standards-aligned aspects are well communicated and internalized by the teachers.

Table 2b. Level of awareness of the public school teachers on the ECPS along mode of promotion

Statement	Weighted Mean	Descriptive Value
1. I am aware that promotion within the ECPS is based on merit and the achievement of qualifications.	4.05	Aware
2. I understand the role of classroom effectiveness in the promotion process within the ECPS.	3.97	Aware
3. I know that the mode of promotion may involve assessments aligned with the Philippine Professional Standards for Teachers.	4.33	Highly aware
4. I am familiar with the existing policies and guidelines related to promotion within the ECPS.	3.90	Aware
5. I understand how compensation is linked to the mode of promotion within the	3.74	Aware

ECPS.		
<b>Overall weighted mean</b>	<b>4.00</b>	<b>Aware</b>

Meanwhile, it can be inferred further that there may be areas that require more attention, particularly in clarifying the link between promotion and compensation, as well as ensuring teachers are familiar with the specific policies and guidelines governing promotion under the ECPS. Addressing these areas could enhance teachers' overall understanding and confidence in navigating their career progression within the system.

### Qualification Standards

Table 2c indicates that public school teachers have a strong awareness of qualification standards within the Expanded Career Progression System (ECPS), with an overall weighted mean of 4.08. The highest awareness (mean of 4.28) pertains to the importance of continuous professional development, highlighting teachers' recognition of ongoing training as essential for career advancement (Brown, 2021). However, the lower mean of 3.97 regarding the required years of full-time teaching experience suggests a gap in specific knowledge. Addressing this gap is crucial for ensuring that teachers are fully equipped to meet the ECPS criteria for career progression (Davis & Taylor, 2020).

Table 2c. Level of awareness of the public school teachers on the ECPS along qualification standards

Statement	Weighted Mean	Descriptive Value
1. I am aware of the specific educational qualifications required for Teacher IV-Master Teacher I within the ECPS.	4.00	Aware
2. I am aware of the required training related to Curriculum, Pedagogy, and Subject Specialization within the ECPS.	4.00	Aware
3. I understand the importance of continuous professional development through training within the ECPS.	4.28	Highly aware
4. I understand the significance of full-time teaching experience for career advancement within the ECPS.	4.05	Aware
5. I am aware of the required number of years of full-time teaching experience for Teacher IV-Teacher VII within the ECPS.	3.97	Aware
6. I am aware that RA 1080, such as the LET or PBET, is a required eligibility for career advancement within the ECPS.	4.18	Aware
<b>Overall weighted mean</b>	<b>4.08</b>	<b>Aware</b>

### Summary

The summary in Table 2d consolidates the level of awareness of public school teachers regarding the Expanded Career Progression System (ECPS) across three key areas: the teaching career line, the mode of promotion, and qualification standards. The overall weighted means for each area reveal that teachers are consistently "Aware" of the ECPS components, with the teaching career line receiving a mean of 3.91, the mode of promotion a mean of 4.00, and qualification standards the highest mean at 4.08. The composite mean across all areas stands at 4.00, reinforcing that teachers are generally well-informed about the ECPS.

These findings suggest that teachers have a broad and consistent understanding of the ECPS, which is critical for their career planning and progression. However, the slightly higher awareness of qualification standards compared to the other areas may indicate that teachers prioritize understanding the requirements for advancement. While the overall awareness is strong, this summary underscores the importance of maintaining and enhancing communication efforts to ensure all aspects of the ECPS are equally understood and effectively utilized by teachers in their professional development.

Table 2d. Summary of the level of awareness of the public school teachers on the ECPS

Statement	Overall WM	Overall DV
1. Teaching career line	3.91	Aware
2. Mode of promotion	4.00	Aware
3. Qualification standards	4.08	Aware
<b>Composite Mean</b>	<b>4.00</b>	<b>Aware</b>

### Level of Preparedness of the Public School Teachers on the Expanded Career Progression System.

#### Understanding of ECPS Requirements

Table 3a illustrates the preparedness level of public school teachers concerning the Expanded Career Progression System (ECPS) requirements, yielding an overall weighted mean of 3.86, indicating that teachers are generally "Prepared." The highest preparedness score, 4.03, was recorded for the statement, "I have thoroughly reviewed the ECPS guidelines and requirements for advancing to higher teaching positions," suggesting that teachers have a solid grasp of the broad requirements for career advancement. This finding aligns with Section 8 of the Implementing Rules and Regulations (IRR), which details qualifications and positions under the ECPS.

However, the lowest preparedness score of 3.69 pertains to understanding the career pathways available in the Classroom Teaching (CT) and School Administration (SA) Career Lines. This indicates a gap in familiarity with specific career pathways as outlined in Title IV.A and Title IV.B of the IRR, which stress the defined career lines and position equivalence.

While teachers are generally knowledgeable about ECPS guidelines, there is a need for enhanced understanding of specific career pathways and requirements, as emphasized in Sections 13 and 16 of the IRR. Providing targeted resources and training could better equip teachers to navigate the complexities of career progression within the ECPS (Anderson, 2021; Taylor, 2022).

*Table 3a. Level of preparedness of the public-school teachers on the ECPS along understanding of ECPS Requirements*

Statement	Weighted Mean	Descriptive Value
1. I have thoroughly reviewed the ECPS guidelines and requirements for advancing to higher teaching positions.	4.03	Prepared
2. I am familiar with the specific qualifications needed for each career stage within the ECPS.	3.90	Prepared
3. I understand the career pathways available under both the Classroom Teaching (CT) and School Administration (SA) Career Lines.	3.69	Prepared
4. I am aware of the assessment criteria and procedures for progressing to Master Teacher or School Principal roles.	3.92	Prepared
5. I know the competency standards required for each position in the ECPS framework.	3.72	Prepared
6. I regularly consult the ECPS documentation to stay updated on any changes or new requirements.	3.92	Prepared
7. I am clear about the steps needed to transition from one career line to another under the ECPS.	3.82	Prepared
<b>Overall weighted mean</b>	<b>3.86</b>	<b>Prepared</b>

**Professional Development and Skill Enhancement.**

Table 3b presents the level of preparedness of public-school teachers in relation to professional development and skill enhancement within the framework of the Expanded Career Progression System (ECPS). The overall weighted mean of 3.83 suggests that teachers are generally "Prepared" in terms of their professional development and skills related to ECPS requirements.

The highest level of preparedness was observed in the statement, "I know the competency standards required for each position in the ECPS framework," with a weighted mean of 3.95. This indicates that teachers have a good understanding of the competency standards necessary for various positions, aligning with the IRR's focus on performance and competency requirements for each career stage, as detailed in Title IV.B and Title IV.C.

In contrast, the lowest level of preparedness was associated with the statement, "I understand the career pathways available under both the Classroom Teaching (CT) and School Administration (SA) Career Lines," which had a weighted mean of 3.67. This suggests that while teachers generally understand the need for

professional development, there is comparatively less familiarity with the specific career pathways under the CT and SA lines. This aligns with Section 13 and Section 16 of the IRR, which outline the different career paths and the qualifications required for progression within those paths.

These findings suggest that while teachers are generally well-prepared in terms of understanding competency standards and staying updated with ECPS guidelines, there is a need for enhanced clarity and support regarding specific career pathways and transitions between career lines. This reflects the IRR's emphasis on ensuring teachers are fully informed about both the general and specific aspects of the ECPS framework.

Ultimately, to enhance preparedness, it would be advantageous to offer specialized professional development programs that delve into the specific details of career pathways and transitions within the ECPS. Such targeted training can help ensure that teachers gain a comprehensive understanding of both the overall requirements and the precise actions needed for career progression within the ECPS framework.

*Table 3b. Level of preparedness of the public-school teachers on the ECPS along professional development and skill enhancement*

Statement	Weighted Mean	Descriptive Value
8. I have thoroughly reviewed the ECPS guidelines and requirements for advancing to higher teaching positions.	3.92	Prepared
9. I am familiar with the specific qualifications needed for each career stage within the ECPS.	3.79	Prepared
10. I understand the career pathways available under both the Classroom Teaching (CT) and School Administration (SA) Career Lines.	3.67	Prepared
11. I am aware of the assessment criteria and procedures for progressing to Master Teacher or School Principal roles.	3.90	Prepared
12. I know the competency standards required for each position in the ECPS framework.	3.95	Prepared
13. I regularly consult the ECPS documentation to stay updated on any changes or new requirements.	3.79	Prepared
14. I am clear about the steps needed to transition from one career line to another under the ECPS.	3.81	Prepared
<b>Overall weighted mean</b>	<b>3.83</b>	<b>Prepared</b>

**Demonstration of Proficiency and Competency**

Table 3c presents the level of preparedness of public school teachers regarding the demonstration of proficiency and

competency within the Expanded Career Progression System (ECPS). The overall weighted mean is 3.72, indicating that teachers are generally "Prepared" in terms of demonstrating proficiency and competency under the ECPS framework.

The highest level of preparedness was noted in the statement, "I know the competency standards required for each position in the ECPS framework," which received a weighted mean of 3.82. This aligns with the IRR, particularly Title IV.B, which emphasizes the importance of meeting specific competency standards for each position within the CT Career Line. Understanding these standards is crucial for career advancement, as outlined in Sections 13, 14, and 15, which detail the requirements for advancing to higher teaching positions and the criteria for continued progression within the CT Career Line.

On the other hand, the lowest level of preparedness was associated with the statement, "I regularly consult the ECPS documentation to stay updated on any changes or new requirements," with a weighted mean of 3.51. This reflects a potential gap in teachers' engagement with ongoing updates and changes in the ECPS documentation. According to the IRR, particularly Title IV.A, Section 10, and Title IV.C, Section 17, staying updated on the guidelines and requirements is essential for successful progression through both the CT and SA Career Lines. The IRR emphasizes the need for teachers to be well-informed about the evolving standards and procedures to ensure compliance and effective career management.

In summary, while teachers demonstrate a good understanding of competency standards required by the ECPS, there is a need to enhance regular consultation of the ECPS documentation to ensure continuous alignment with any changes. This can be achieved through targeted professional development initiatives and systematic updates on ECPS guidelines, as highlighted in the IRR provisions.

*Table 3c. Level of preparedness of the public-school teachers on the ECPS along demonstration of proficiency and competency*

Statement	Weighted Mean	Descriptive Value
15. I have thoroughly reviewed the ECPS guidelines and requirements for advancing to higher teaching positions.	3.81	Prepared
16. I am familiar with the specific qualifications needed for each career stage within the ECPS.	3.81	Prepared
17. I understand the career pathways available under both the Classroom Teaching (CT) and School Administration (SA) Career Lines.	3.63	Prepared
18. I am aware of the assessment criteria and procedures for progressing to Master Teacher or School Principal roles.	3.67	Prepared

19. I know the competency standards required for each position in the ECPS framework.	3.82	Prepared
20. I regularly consult the ECPS documentation to stay updated on any changes or new requirements.	3.51	Prepared
21. I am clear about the steps needed to transition from one career line to another under the ECPS.	3.82	Prepared
<b>Overall weighted mean</b>	<b>3.72</b>	<b>Prepared</b>

### Summary

The summary of the level of preparedness of public-school teachers on the Expanded Career Progression System (ECPS) is presented in Table 3d. The overall composite mean score across all dimensions is 3.80, which indicates that teachers are generally "Prepared" for the ECPS requirements.

In terms of Understanding of ECPS Requirements, teachers have a weighted mean score of 3.86, reflecting a solid level of preparedness. This suggests that teachers are well-informed about the ECPS guidelines and the necessary qualifications for advancing to higher teaching positions. They demonstrate a clear grasp of the career pathways and assessment criteria within the ECPS framework.

For Professional Development and Skill Enhancement, the weighted mean is slightly lower at 3.83. This indicates that while teachers are adequately prepared, there is room for improvement. Teachers are familiar with the qualifications required for career progression and actively engage with ECPS documentation. However, ongoing development in understanding specific career pathways and requirements could further enhance their preparedness.

In Demonstration of Proficiency and Competency, the weighted mean is 3.72. This dimension shows that while teachers are generally prepared, there are some gaps, particularly in understanding the detailed competency standards and procedures for advancing within the ECPS. Regular updates and consultations regarding ECPS requirements are crucial for maintaining proficiency and competency.

Overall, the findings suggest that public-school teachers possess a solid foundation of preparedness for the ECPS. Nevertheless, targeted efforts to deepen their understanding of specific career pathways, competency standards, and detailed procedural requirements could further strengthen their readiness for career advancement under the ECPS framework.

*Table 3d. Summary of the level of preparedness of the public-school teachers on the ECPS*

Statement	Overall WM	Overall DV
<b>Understanding of ECPS Requirements</b>	3.86	Prepared
<b>Professional Development and Skill Enhancement</b>	3.83	Prepared
<b>Demonstration of Proficiency</b>	3.72	Prepared

<b>and Competency</b>		
<b>Composite Mean</b>	<b>3.80</b>	<b>Prepared</b>

### Challenges Encountered by the Public School Teachers on the Expanded Career Progression System

Table 4 highlights the various challenges faced by public school teachers under the Expanded Career Progression System (ECPS). The overall weighted mean of 4.01 indicates that teachers frequently encounter these challenges.

The statement "The potential increase in workload due to additional requirements under the ECPS poses challenges for me" received the highest weighted mean, at 4.14. This finding underscores that teachers often struggle with the added responsibilities and workload resulting from the ECPS, reflecting a significant concern regarding the manageability of their professional duties alongside the new requirements.

On the other hand, the lowest mean was for "Concerns about the adequacy of support systems or mechanisms for teachers transitioning to the requirements of the ECPS," with a mean of 3.76. This suggests that while teachers are somewhat concerned about the support systems in place, this issue is slightly less pressing compared to others.

This finding means that teachers are consistently challenged by the increased demands and complexities introduced by the ECPS. The difficulties in obtaining necessary training, balancing increased workload, and navigating bureaucratic obstacles are key areas of concern. It implies that there is a significant need for improved support mechanisms, clearer communication regarding the criteria for advancement, and enhanced professional development opportunities to address these challenges.

Furthermore, it can be inferred that to better support teachers, it is essential to address the gaps in resources and training availability, streamline bureaucratic processes, and ensure equitable implementation of the ECPS. Enhancing these areas could mitigate the challenges faced by teachers and help them better manage their professional responsibilities and career progression under the ECPS.

Table 4. Challenges encountered by the public school teachers on the ECPS

Statement	Weighted Mean	Descriptive Value
6. I find difficulties in acquiring the required additional training or educational qualifications specified in the ECPS.	4.05	Often encountered
7. The potential increase in workload due to additional requirements under the ECPS poses challenges for me.	4.14	Often encountered
8. There are limited opportunities for professional development or training relevant to the qualification standards outlined in the ECPS.	4.00	Often encountered
9. Concerns about the equitable implementation of the ECPS	4.12	Often

across different schools or regions exist.		encountered
10. I face challenges in balancing the demands of meeting the qualification standards with other teaching responsibilities.	3.92	Often encountered
11. The availability of resources, such as funding or access to training programs, hinders my ability to fulfill the requirements of the ECPS.	4.06	Often encountered
12. The lack of clarity or communication regarding the specific criteria for career advancement under the ECPS is problematic.	3.90	Often encountered
13. Potential bureaucratic hurdles or delays in the processing of documents or certifications required by the ECPS exist.	4.09	Often encountered
14. The ECPS has led to increased competition among teachers for limited opportunities for career advancement.	4.09	Often encountered
15. Concerns about the adequacy of support systems or mechanisms for teachers transitioning to the requirements of the ECPS are prevalent.	3.76	Often encountered
<b>Overall weighted mean</b>	<b>4.01</b>	<b>Often encountered</b>

### Differences of the Public School Teachers on the Expanded Career Progression System when Grouped by Profile.

#### Level of awareness

The analysis of the level of awareness of public school teachers on the Expanded Career Progression System (ECPS) reveals significant differences when grouped by age, educational attainment, and length of service, as shown in Table 6a.

First, age emerges as a significant factor, with an F-value of 6.262 and a probability of 0.001, indicating that teachers' awareness of the ECPS varies notably across different age groups. This finding suggests that age, possibly as a proxy for experience and exposure to educational policies, influences how well teachers understand the ECPS. Younger or mid-career teachers may be more attuned to new developments in career progression, while older teachers might either benefit from accumulated knowledge or face challenges adapting to new systems.

Educational attainment also shows a significant difference, with an F-value of 2.970 and a probability of 0.004. Teachers with higher levels of education, such as those with a Master's degree or units towards it, are likely more aware of the ECPS requirements and opportunities. This may be because these teachers have engaged in advanced studies, which often emphasize professional growth and awareness of educational policies, thus making them more informed about career progression systems.



Meanwhile, Length of service is another significant factor, with an F-value of 4.753 and a probability of 0.002. Teachers with longer service are likely to have greater familiarity with the intricacies of career progression, given their extended exposure to the educational system. This could mean that more experienced teachers have had more opportunities to engage with professional development activities and policy changes, leading to a higher awareness of the ECPS.

Table 6a. Comparison test results on the awareness of the public school teachers on the ECPS when grouped by profile

Grouping variables	F- or t-value	Probability	Statistical Inference
<b>Level of awareness</b>			
Age	6.262	0.001	Significant
Sex	1.865	0.066	Not significant
Civil status	1.311	0.276	Not significant
Educational attainment	2.970	0.004	Significant
Eligibility	-	-	Constant
Plantilla position	0.978	0.381	Not significant
Length of service	4.753	0.002	Significant
IPCR rating	-	-	Constant

\*tested at 0.05 level of significance

#### Level of preparedness

Table 6b reveals significant variations in public school teachers' preparedness for the Expanded Career Progression System (ECPS) based on demographic and professional factors, including age, sex, educational attainment, and length of service. Age emerged as a crucial factor, with an F-value of 16.736 and a probability of 0.000, indicating that preparedness levels differ notably among age groups. Younger teachers often seek professional development more actively, while older teachers may struggle with adapting to new systems (Smith & Jones, 2021).

Sex also plays a role, with an F-value of 3.223 and a probability of 0.002, suggesting differing perceptions of preparedness between male and female teachers due to varying access to resources (Johnson, 2020). Educational attainment significantly impacts preparedness, with an F-value of 5.323 and a probability of 0.000, indicating that higher education correlates with increased confidence in navigating the ECPS (Davis, 2022).

Length of service significantly affects preparedness (F-value of 10.507,  $p = 0.000$ ), as experienced teachers are generally more familiar with system requirements. These findings suggest that professional development should be tailored to specific teacher needs, advocating for targeted interventions based on age, gender, educational background, and experience to ensure all teachers feel adequately prepared for the ECPS (Roberts, 2023).

Table 6b. Comparison test results on the preparedness of the public school teachers on the ECPS when grouped by profile

Grouping variables	F- or t-value	Probability	Statistical Inference
<b>Level of preparedness</b>			
Age	16.736	0.000	Significant
Sex	3.223	0.002	Significant
Civil status	2.203	0.118	Not significant
Educational attainment	5.323	0.000	Significant
Eligibility	-	-	Constant
Plantilla position	1.112	0.334	Not significant
Length of service	10.507	0.000	Significant
IPCR rating	-	-	Constant

\*tested at 0.05 level of significance

#### Challenges encountered

The comparison test results in Table 6c reveal significant differences in the challenges faced by public school teachers regarding the Expanded Career Progression System (ECPS) based on their demographic and professional profiles. Age emerged as a significant factor (F-value = 9.678,  $p = 0.000$ ), with varying challenges across different age groups, possibly due to differences in experience and adaptability. Younger teachers may find the ECPS more demanding, while older teachers might struggle with new standards.

Sex also showed significant variation (F-value = 4.005,  $p = 0.000$ ), indicating that male and female teachers experience ECPS challenges differently, likely due to disparities in access to support and work-life balance. Civil status (F-value = 8.101,  $p = 0.001$ ) was another factor, with married teachers possibly facing more challenges balancing family and professional responsibilities.

Educational attainment (F-value = 3.230,  $p = 0.002$ ) also affected challenges, as teachers with advanced degrees encountered fewer issues. Additionally, plantilla position (F-value = 4.261,  $p = 0.018$ ) influenced the challenges faced, with those in higher positions feeling more pressure. These findings underscore the need for targeted, differentiated support to help teachers at various stages of their careers navigate the ECPS effectively.

Table 6c. Comparison test results on the challenges encountered by the public school teachers on the ECPS when grouped by profile

Grouping variables	F- or t-value	Probability	Statistical Inference
<b>Challenges encountered</b>			
Age	9.678	0.000	Significant
Sex	4.005	0.000	Significant
Civil status	8.101	0.001	Significant

Educational attainment	3.230	0.002	Significant
Eligibility	-	-	Constant
Plantilla position	4.261	0.018	Significant
Length of service	2.416	0.056	Not significant
IPCR rating	-	-	Constant

*\*tested at 0.05 level of significance*

### Relationship between the Levels of Awareness and Preparedness and Challenges Encountered by the Public School Teachers on the Expanded Career Progression System

The correlation test results in Table 7 highlight significant relationships between awareness, preparedness, and challenges faced by public school teachers regarding the Expanded Career Progression System (ECPS). A strong positive correlation ( $r = 0.939$ ,  $p = 0.000$ ) exists between awareness and preparedness, indicating that as teachers become more aware of the ECPS, their preparedness also increases. This underscores the importance of improving teachers' awareness through training and communication to boost their readiness for career progression.

However, a positive correlation between awareness and challenges ( $r = 0.632$ ,  $p = 0.000$ ) suggests that as awareness grows, teachers may become more conscious of the difficulties associated with the system. Similarly, preparedness correlates positively with challenges ( $r = 0.683$ ,  $p = 0.000$ ), indicating that more prepared teachers encounter greater challenges as they face higher expectations within the ECPS.

These findings emphasize the need for continuous support, ensuring that as teachers' awareness and preparedness improve, they are equipped to handle the associated challenges. A balanced approach focusing on both awareness-building and addressing challenges will enhance the overall effectiveness of the ECPS.

*Table 7. Correlation test results between the levels of awareness and preparedness and challenges encountered by the public school teachers on the on the ECPS*

Variables	Correlations	Probability	Statistical Inference
Awareness – Preparedness	0.939	0.000	Significant
Awareness – Challenges	0.632	0.000	Significant
Preparedness – Challenges	0.683	0.000	Significant

*\*tested at 0.05 level of significance*

## CONCLUSION

**Based on the findings of this study, the following conclusions are drawn:**

1. Teachers exhibit a consistent level of awareness across the teaching career line, promotion modes, and qualification standards. They have a clear understanding of the structure, processes, and requirements set by the Expanded Career Progression System (ECPS).

2. Teachers are generally prepared for the ECPS, particularly in meeting its requirements, pursuing professional development, enhancing skills, and demonstrating proficiency and competency. They are well-informed about the assessment procedures and standards of the ECPS.
3. However, teachers face challenges in managing an increasing workload, acquiring necessary training, ensuring equitable implementation, and navigating the bureaucratic process for documentation.
4. To address these issues, a well-structured capacitation plan is essential to bridge gaps in awareness, preparedness, and to tackle the specific challenges faced by public school teachers regarding the ECPS..

## Recommendations

To improve the awareness, preparedness, and address the challenges faced by public school teachers in the Lal-lo South District concerning the Expanded Career Progression System (ECPS), it is recommended that school heads develop targeted training programs focused on ECPS requirements, career pathways, and competency standards. Workshops should be conducted on assessment and evaluation criteria, helping teachers align their professional growth with advancement opportunities. Clear and consistent communication channels, such as regular updates and online resources, are essential for keeping teachers informed. Additionally, initiatives for workload management and stress reduction should be introduced, including time management training and access to counseling services. Finally, continuous monitoring through feedback mechanisms like surveys and focus groups will ensure the ongoing effectiveness and refinement of these capacitation efforts.

### Declaration of no conflict of interest

The author hereby declares that this paper is her original work and there is no any conflict of interest.

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