

Strengthening The Implementation Of The Career Progression System Towards Teachers' Performance In Public Elementary Schools

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Abstract

This study determined the degree of utilization and extent of implementation of Career Progression System (CPS) based on teachers' performance in selected public elementary schools in the Division of Bohol. The study used a descriptive research design covering five public elementary schools with 135 respondents consisting of 5 school heads and 130 teachers who were the total enumeration. A structured questionnaire was adapted to measure CPS implementation in policy awareness, administrative support, fairness and transparency as well as its feedback and performance monitoring; teachers' instructional competence, classroom management and professional growth were also the other performance criteria evaluated. Data were analysed to determine the frequency, percentage and weighted mean. The results of the study showed that CPS was mostly well practised among the schools surveyed. Performance of teachers was generally high across all domains showing good congruence with curriculum standards, successful classroom management techniques and involvement in professional development programs that were consistent with the Philippine Professional Standards for Teachers (PPST). Theme analysis revealed implementation drivers that supported CPS, including quality mentoring, structured documentation systems, collegial professional development, evidence-informed monitoring and celebrating teacher success. Nevertheless, inconsistencies in implementation between the schools indicated that a more consistent approach to supervision was justified. From these findings, a CPS Enhancement Plan was created to improve implementation and support ongoing professional development. Effective CPS implementation not only appears to be supportive of educator performance, but [it] also seems to help foster the professional learning community in public elementary schools.

Keywords: Career Progression System, Teachers' Performance, Public Elementary Schools

Chapter 1

The Problem and Its Scope Introduction

Rationale of the Study

Teaching is a noble profession that plays crucial role in shaping society. The quality of education remains pivotal for national and global developments. Research study indicates that structured teacher career advancement mechanisms in terms of promotion system tied to teacher's competency, performance, and professional development can contribute toward teacher retention, motivation and student outcomes. UNESCO International Institute for Educational Planning observed that teacher career progression is closely connected to summative appraisal systems, that aims to capture performance in order to reward advancement and recognition. Research findings underscore the role of well-designed promotion systems to better enhance teacher performance and contribute to educational quality.

Many education systems continue to face challenges in ensuring that career progression systems are equitable implemented, monitored effectively and connected to teacher development and performance meaningfully. The Department of Education introduced the Expanded Career Progression System (ECPS) established by E.O Order 174 s. 2022 aims to create new teacher ranks, expand career paths, and provide more opportunities for advancement based on merit and professional standard. It provides structured career lines for teachers to promotion competency, performance and professional development. However, awareness of the ECPS remains a critical factor in its success. Agpuldo 2025 states that while teachers are aware of the ECPS, there are still gaps in understanding and implementation (International Journal for Multi-Disciplinary Research 2025). It is also noted that despite the presence of this framework, teachers still feel uncertain about the how the system truly affects their promotion and professional growth (Agpuldo 2025).

It is important to examine how the implementation of the Expanded Career Progression System influences teacher's performance and this study also will explore the extent to which the ECPS is being implemented and how it relates to the actual performance of the teachers in the public elementary schools. It is also part of this study that aims to provide insights on how school administrators and supervisors can strengthen implementation through fair evaluation and professional development opportunities. By understanding how the Expanded Career Progression System (ECPS) will be applied and how it affects teacher's performance.

Theoretical Background

The implementation of the Expanded Career Progression System (CPS) in education anchored on three theories that explain how human behavior, supervision, and institutional policies interact to influence teachers' performance. This study anchors its framework on three theories namely Self-Determination Theory, Expectancy-Value Theory and System Theory.

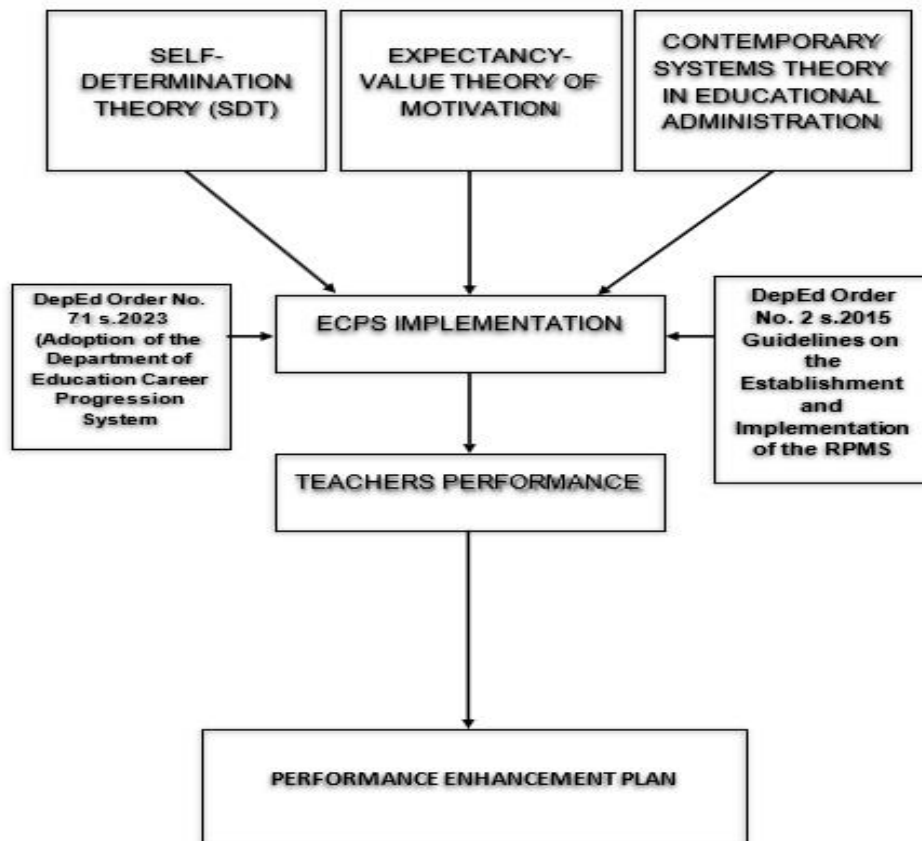


Figure 1: Theoretical Framework

The first theory that guide this study is the Self Determination Theory (SDT) by (Deci & Ryan, 1985, 2000; Ryan & Deci 2017) to determine the effect of theory- based interventions on participants’ motivation and represents a broad framework for the study of human motivation and personality. SDT theory emphasizes that individuals are naturally motivated when their three basic psychological needs namely autonomy, competence and relatedness are present. Teachers are likely to perform well when they feel autonomous in pursuing professional development, competent in meeting performance expectations and supported by their administrators and co-teachers. On the other hand, when teachers feel that promotions are unfair and rigid their motivation and performance may decline or decrease. This theory also highlights the importance of supportive supervision in sustain teacher motivation and productivity.

This study also anchored on the Expectancy-Value Theory of Motivation by Eccles and Wigfield 2023. It explains that individual achievements behavior are influenced by their expectations of success and the value they attach to the desired outcome. It is further explaining that motivation increases when someone believes they can succeed and finds the task worthwhile. Teachers under the ECPS motivation and performance depend on whether teachers believe that their efforts will lead to promotion and such promotion is personally and professionally meaningful. When teachers see a clear connection between effort, performance and reward they are tend to exert more effort and deliver better teaching outcomes, and in contrary if the system’s implementation is perceived as inconsistent or biased, expectancy declines and can lead to negative performance.

It is also anchored by the theory of Heck & Hallinger, 2020 the Contemporary Systems Theory in Educational Administration and views schools as open systems that function effectively when their teachers, administrators, supervisors work in harmony. In this framework the Expanded Career Progression System is seen as an input that interacts with administrative processes and supervisory to produce teacher performance as an output. The quality of the implementation which compose of the leadership of school administrators, and the communication within the education sector all contribute to how well the system functions.

DepEd Order No. 2, s. 2015 (Guidelines on the Establishment and Implementation of the Results-Based Performance Management System [RPMS]) provides a structured framework for assessing teacher performance based on competencies, outputs, and professional growth. This policy emphasizes that performance appraisal must be developmental and directly linked to professional advancement.

DepEd Order No. 71, s. 2023 (Adoption of the Department of Education Career Progression System for Public School Teachers) formally establishes a competency-based career structure that recognizes teachers' professional expertise and performance, ensuring that promotion aligns with the Philippine Professional Standards for Teachers (PPST). These policies operationalize the theoretical principles of motivation, expectancy, and systems alignment within the actual DepEd context. The implementation of the Expanded Career Progression System becomes a test to how well DepEd's policies translate into practice through effective administration and supervision and this study also aims to examine how the ECPS implementation affects teacher's performance.

The Problem

Statement of the Problem

This research determined the implementation of the Career Progression System to Teachers Performance in selected elementary public schools in the Division of Bohol for the School Year 2024-2025 as basis for an enhancement plan.

Specifically, it sought to answer to the following questions:

1. What is the profile of the respondent groups as to:

1.1 school heads';

1.1.1 age and gender,

1.1.2 academic rank,

1.1.3 teaching experience,

1.1.4 relevant trainings/seminars/workshops attended,

1.2 teachers';

1.2.1 age and gender,

1.2.2 position/designation,

1.2.3 teaching experience,

1.2.4 relevant trainings/seminars/workshop attended,

2. As perceived by the group of respondents, to what extent is the Implementation Career Progression System implemented in terms of;

2.1 policy awareness,

2.2 administrative support,

2.3 fairness and transparency,

- 2.4 feedback and performance monitoring,
3. As perceived by the group of respondents, what is the level of performance in terms of:
 - 3.1 instruction,
 - 3.2 classroom management,
 - 3.3 professional development,
4. What are the best practices in the implementation of the Career Progression System (CPS) among public elementary schools' teachers?
5. Based on the findings, what Career Progression System enhancement plan to improve respondent's performance can be strengthened?

Significance of the Study

This study on the Implementation of the Career Progression System (CPS) and Teachers performance in selected public elementary schools is significant as it provides insights into how the new promotion framework influences the quality of teaching and professional growth. The results of this research will benefit to the following:

School Administrators. School administrators will provide school heads with clearer understanding and identifying best practices in CPS implementation can serve as a model for other schools in improving supervision, performance appraisal, and professional development programs.

Teachers. This study will deepen their awareness of the principles and processes of the Career Progression System. It can motivate them to engage in continuous learning, improve classroom practices, and align their professional goals with the competencies expected in each career stage.

Teacher Education Institutions and Training Providers. The findings may be used to design relevant training and capacity-building programs that strengthen teachers' competencies, preparing them for higher career stages under the CPS.

Future Researchers. This study may serve as a reference for future research on teacher performance, motivation, and supervision. It can provide baseline data for comparative studies, policy reviews, or intervention programs related to career progression and educational leadership.

Community. The most significant beneficiaries are the learners. Improved teacher performance through effective CPS implementation ensures better classroom instruction and learner outcomes, contributing to the overall quality of education in the community.

Research Methodology

Design

This study used a descriptive research design with a quantitative approach. Descriptive research was appropriate for this study because it aimed to gather factual information about the extent of the implementation of the Career Progression System (CPS) and its relationship to teachers' performance in public elementary schools. The quantitative approach allowed for the collection of measurable data through a structured survey questionnaire, enabling the researcher to analyze trends, frequencies, and levels of implementation and performance using statistical tools.

Flow of the Study

This study followed the Input-Throughput-Output (ITO) model to illustrate the logical flow and structure of the research study.

The input included essential information and factors that serve the foundation of the study. It consisted of the profile of the respondents as to age, gender, teaching experience, position and relevant trainings attended/seminars/conference attended. It is also included input on the implementation of the CPS in terms of policy awareness, administrative support, fairness and transparency and also feedback and performance monitoring. The input identified the level of teachers' performance in terms of instructional competence, classroom management, and professional growth and development. Gathering these inputs helped determine how teachers' personal and professional characteristics, as well as administrative factors, influenced their performance under the CPS.

The throughput of this study included Descriptive Survey Questions, Actual Observations, Administration of Questionnaire, Statistical Treatment, Analysis of Data and Interpretation of data gathered. The survey was administered to selected public schools' teachers using random sampling. After collecting the data, the responses were encoded, organized and statistically analyzed using tools such as frequency, percentage, mean and standard deviation.

The output of this study was proposed to come up with an enhancement plan aimed to strengthening the implementation of the Career Progression System and improving teachers' performance. It also highlighted the best practices gathered from the study and propose actionable strategies for administrators and supervisors to promote transparency, fairness, and continuous professional growth among teachers.

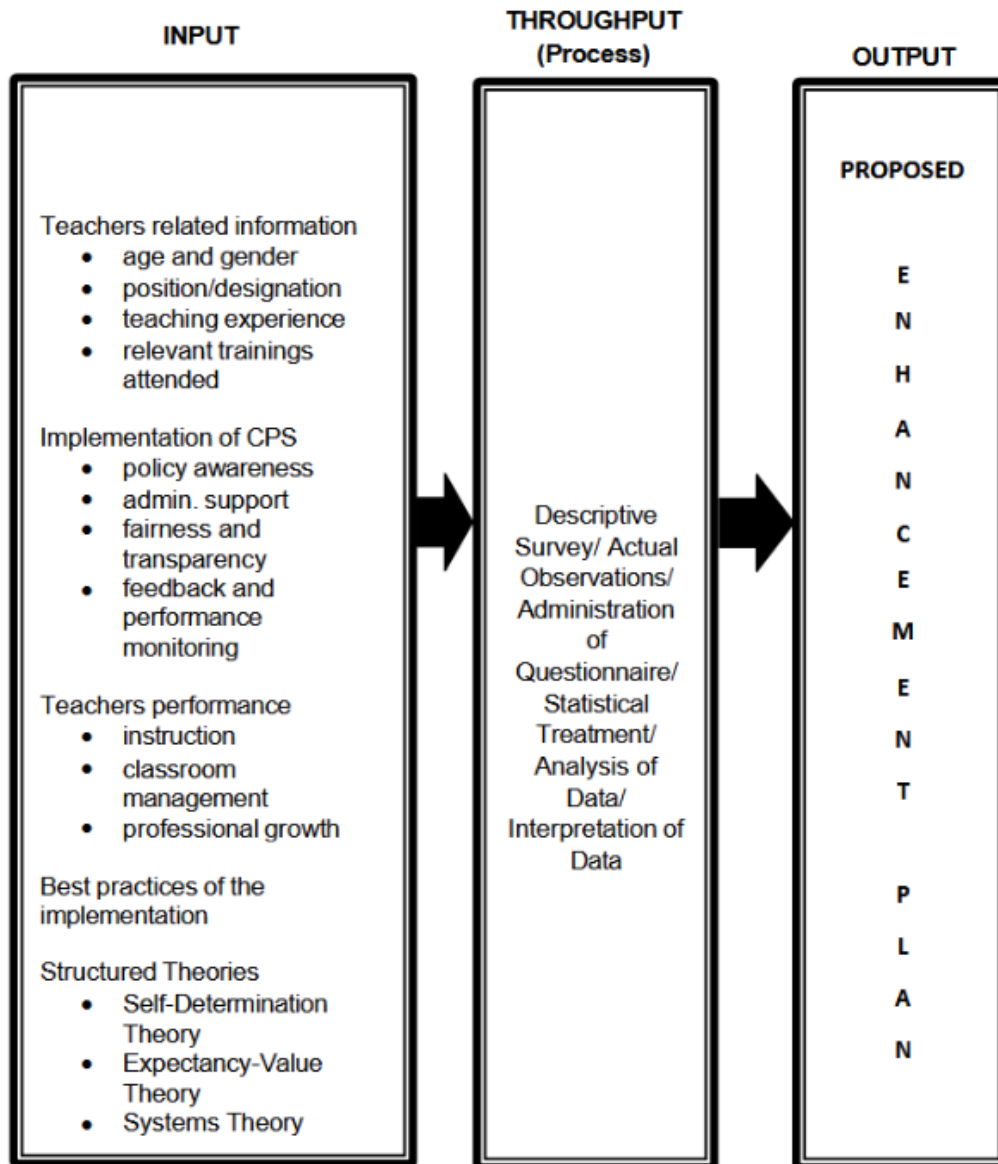


Figure 2: The Flow of the Study

Environment

Bohol is the 10th largest island of the Philippines. It is an oval-shaped island province located in Central Visayas. It is bounded by Cebu in the east; Bohol Strait in the west; Camotes Sea in the north; and Mindanao Sea in the south. Tourism on this attractive, idyllic and scenic island has begun to develop. The world-renowned Chocolate Hills can be found in the province.

Tagbilaran City is the province’s principal port and commercial center. Hotels, restaurants, and shops, where handicrafts and locally made products are sold, can be found throughout the city.

Tourist attractions can be found throughout the province, but the most-visited is undoubtedly the Chocolate Hills. Two legends and two geological explanations about the origin of the Chocolate Hills exist.

The first legend tells of a fight between two giants who threw stones and sand at each other for days until they were so tired and exhausted that they gave up and made friends. They left the island but didn’t, however, tidy up the battlefield, leaving the Chocolate Hills.

The second legend is a lot more romantic. Arogo, a young and unusually strong giant, fell in love with an ordinary mortal, Aloya. After Aloya's death, Arogo cried bitterly. The Chocolate Hills are proof of his grief, for his tears turned into hills.



Figure 3: Locale of the Study

Some geologists say Bohol lay underwater in prehistoric times. Volcanic eruptions caused unevenness in the bottom of the sea which was gradually smoothed and rounded by the movement of the water.

Most geologists, however, say the explanation as nonsense. Even though the geological origin of the hills has not yet been explained beyond doubt, the consensus is that they were weathered formations of a kind of marine limestone lying on the top of impermeable clay soil. Comparisons have been made with the Hundred Islands of North Luzon.

The study is conducted at Anibongan Elementary School, Canlangit Elementary School, San Agustin Elementary School, and Sta. Cruz Elementary School, Sierra Bullones, Bohol. It is a complete elementary school with 28 teachers, a school head and an administrative assistant. For this school year, it has a total population of 478 learners in elementary level.

It is situated 8 km. away from the town proper and accessible by any means of land transportation though the road is partially concreted. Although the school has been a recipient of the DepEd Computerization Program (DCP), it was not fully utilized because of the absence of internet connection then.

However, due to the continued efforts of the school leaders the school has now internet connectivity. As of today, the school has strong internet connection suitable for computerized education on the learners in order for them to advance on the web-based learning.

Respondents

The public-school teachers of San Isidro ES, Banlasan ES, Hinlayagan ES, Loblob ES and Diis Elementary School were among the respondents of the study. A total of 135 respondents answered the questionnaires that were administered to them. Table 1 shows the distribution of the teachers and students respondents.

Table 1: Distribution of the Respondents (n=135)

Respondents Groups	Male	Female	Total
San Isidro Elementary School	12	15	35
Banlasan Elementary School	12	15	35
Hinlayagan Elementary School	12	15	35
Loblob Elementary School	12	15	35
Diis Elementary School	12	15	35
Total	60	75	135

Instrument

The questionnaire of this study was based on two sources: (1) Some questionnaires were adapted from the study of Villanueva (2021) on Career Progression Framework Implementation among Public School Teachers and, (2) the teachers’ performance indicators were derived from the Philippine Professional Standards for Teachers (PPST) as operationalized in the Results-Based Performance Management System (DepEd Order No. 2, s. 2015). The researcher also designed original items to ensure the instrument’s alignment with the specific research questions and the local school context.

The researcher also created a survey questionnaire that is designed to be simple, clear and answerable within 10-15 minutes. The questionnaire was divided into four (4) parts namely; Part 1 is the teachers’ profile that includes age, gender, position, teaching experience and trainings attended, Part II is the extent of Implementation of the CPS, this section measures how the CPS is implemented in schools along four key areas: (1) policy awareness, (2) administrative support, (3) fairness and transparency, and (4) feedback and performance monitoring. Part III is the level of teachers’ performance in terms of instruction, classroom management, and professional growth. Part IV is the best Practices in the Implementation of the Career Progression System, it allows respondents to describe successful strategies, innovations, or practices observed in the implementation of the CPS in their schools.

Data Gathering

Research Preparation. The researcher formally asked permission from the office of the principal to conduct the study. The researcher will personally distribute to the respondents and explained to the respondents show to answer every item of the questionnaire to be assured the needed and pertinent data will be gathered.

Research Instrument Administration. To explain the significance of the study the researcher conducted a pre-conference of the respondents. Also, he administered a post conference to verify and clarify some information that needs further investigation.

Statistical Treatment of Data

The data gathered were being tabulated and analyzed as the basis for interpretation.

Simple Percentage. The simple percentage was utilized to get the profile of the respondents. This was used to describe the demographic profile of the teacher respondents, such as age, gender, position or designation, teaching experience, and relevant trainings or seminars attended.

Weighted Mean. The weighted mean was utilized to determine the extent of the implementation of CPS in terms of policy awareness, administrative support, fairness and transparency, and feedback and performance monitoring; and the level of teachers’ performance in terms of instruction, classroom management, and professional growth.

Standard Deviation. The standard deviation was used alongside the weighted mean to determine the consistency or variability of responses among teachers. A smaller standard deviation means the responses are more consistent, while a larger value indicates greater differences in perceptions among respondents.

Scoring Procedure

To interpret and analyze the responses of the respondents accurately, this study used a standardized scoring procedure based on a 5-point Likert scale.

For assessing the extent of the implementation of CPS, the following are used:

Table: Scoring Scale for CPS Implementation

Weight	Scale	Category	Verbal Description
5	4.21-5.00	Highly Implement	The Career Progression System is fully and consistently implemented; policies and supervision are clear, fair, and well-practiced.
4	3.41-4.20	Implemented	The CPS is generally implemented; school administrators provide support and monitoring, though minor improvements are needed.
3	2.61-3.40	Moderately Implemented	The CPS is sometimes implemented; awareness and supervision exist but lack consistency and follow-through.
2	1.81-2.60	Rarely Implemented	The CPS is seldom applied; policies and feedback mechanisms are unclear or inconsistently practiced.
1	1.00-1.80	Not Implemented	The CPS is not applied or observed; no clear supervision or implementation procedures are evident.

For level of teachers’ performance, the following are used:

Table: Scoring Scale for Teachers’ Performance

Weight	Scale	Category	Verbal Description
5	4.21 – 5.00	Very High Performance	The teacher consistently demonstrates outstanding performance in instructional delivery, classroom management, and professional growth.
4	3.41 – 4.20	High Performance	The teacher regularly performs well and meets expectations in most areas of teaching and professional duties.
3	2.61 – 3.40	Moderate Performance	The teacher performs adequately but needs improvement in consistency and mastery of certain teaching competencies.
2	1.81 – 2.60	Low Performance	The teacher rarely meets performance standards; professional support and supervision are required.
1	1.00 – 1.80	Very Low Performance	The teacher fails to meet expected teaching standards; significant intervention and retraining are needed.

Definition Of Terms

To understand the terms used in this study, the following definitions were given considerations.

Career Progression System (CPS) – Refers to the competency-based career structure for public school teachers established under DepEd Order No. 71, s. 2023, which provides pathways for advancement based on teachers’ qualifications, performance, and professional growth.

Implementation – Denotes the degree to which the Career Progression System is put into practice in schools, including the extent of policy awareness, administrative supervision, fairness, transparency, and feedback mechanisms.

Teachers Performance – Refers to the effectiveness of teachers in delivering instruction, managing the classroom, and pursuing professional development, as measured by the indicators under the Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (DepEd Order No. 2, s. 2015).

Policy Awareness. Describes the level of teachers’ knowledge and comprehension of the provisions, guidelines, and requirements of the Career Progression System.

Administrative Support – Refers to the assistance, guidance, and monitoring provided by school heads or supervisors in ensuring proper implementation of the CPS and in helping teachers meet promotion criteria.

Fairness and Transparency – Pertains to the degree of openness, equity, and objectivity observed in the evaluation and promotion process under the CPS.

Feedback and Performance Monitoring – Involves the continuous process of assessing teacher performance, providing constructive feedback, and using results to support teachers’ professional growth.

Instruction – Refers to teachers’ ability to design, deliver, and assess learning activities that effectively promote student understanding and achievement.

Classroom Management – Denotes the teacher’s skill in creating and maintaining an orderly, supportive, and engaging learning environment that fosters student participation and discipline.

Standard Deviation. A statistical measure used in this study to determine how much the responses vary from the average (mean). A low SD indicates consistency among answers, while a high SD suggests varied responses.

Professional Growth – Refers to teachers’ efforts to improve their skills and competencies through seminars, trainings, further studies, and participation in professional learning communities aligned with the PPST.

Enhancement Plan – A proposed intervention plan developed based on the findings of the study, intended to strengthen the implementation of the CPS and improve teachers’ performance through effective supervision and policy support.

Chapter 2

Presentation, Data Analysis And Interpretation

This chapter deals in presentation, data analysis and the interpretation, the data gathered from selected elementary schools in the Province of Bohol during school year 2025-2026. The result was organized and discussed with the statement of the problem, and it ensures that each question was systematically addressed. Tables and figures were utilized to present findings clearly, while narrative explanations were provided to highlight significant patterns and insights.

Profile Of The Respondent Groups

This section describes the respondents’ demographic profile, the respondent’s groups are categorized into two (2) the school heads and the teacher’s profile. This provided context to help researchers better understand the background of each respondent groups participating in this study.

Demographic Profile Of School Heads

Age and Gender. Presented in this portion is the age and gender profile of the school heads. The source of age categorization was derived from the lowest to highest age presented in Table 2.

Table 2: Age and Gender (n=5)

Age	Male f	Male %	Female f	Female %	Total f	Total %
35-39 years old	0	0%	1	20	1	20%
40-44 years old	1	20%	1	20%	2	40%
45-49 years old	1	20%	1	20%	2	40%
Total	2	40%	3	60%	5	100%

Table 2 reveals that the majority of school heads fall within the 40–49 age range, indicating that most administrators belong to a mid-career group with considerable professional maturity. This suggests that they likely possess substantial experience in handling school operations and implementing instructional reforms such as the Career Progression System (CPS). Scholars note that leaders in this age bracket generally demonstrate stronger decision-making and supervisory skills due to accumulated experience (Darling-Hammond, 2017). The age and gender composition of school heads suggests a leadership workforce that is both experienced and predominantly female, aligned with DepEd’s characteristic organizational profile. This demographic structure may influence leadership approaches, communication styles, and policy execution within the participating schools.

Academic Rank. Presented in this portion is the academic rank of the school heads in selected elementary schools in the Division of Bohol. The categorized were aligned with Deped-recognized plantilla positions as reflected in Table 3.

Table 3: Academic Rank (n=5)

Position/Designation	Frequency	Percentage
Head Teacher III	2	40%
Principal I	2	40%
Principal II	1	20%
Total	5	100%

Table 3 shows that Head Teacher III and Principal I are the most represented ranks, each accounting for 40% of the respondents. This distribution indicates that most of the participating schools are supervised by leaders who occupy mid- to high-level administrative positions within DepEd’s management structure. Head Teacher III and Principal, I position typically require substantial teaching experience, strong instructional leadership skills, and proven competence in school governance, DepEd, 2015.

The selected elementary schools in the Division of Bohol are managed by administrators with adequate to advanced leadership qualifications. This positioning is essential in ensuring that CPS implementation, professional development activities, and teacher performance evaluations are carried out with competence, consistency, and alignment to DepEd standards.

Administrative Experience. Presented in this portion is the administrative experience of the school heads in selected elementary schools in the Division of Bohol. It categorized based on the lowest to highest range reflected in Table 4.

Table 4: Administrative Experience (n=5)

Years of Experience	Frequency (f)	Percentage (%)
5–9 years	1	20.00%
10–14 years	2	40.00%
15–19 years	1	20.00%

20 years and above	1	20.00%
Total	5	100%

The data revealed in Table 4 that school heads have 10–14 years of teaching and administrative experience, comprising 40% of the respondents. This indicates that a significant portion of the administrators are mid-career leaders who have accumulated sufficient expertise in both classroom instruction and school management and the presence of school heads with 15–19 years and 20 years and above of experience (40% combined) further reflects a mature leadership workforce. Research suggests that administrators with a decade or more of experience tend to demonstrate higher levels of instructional leadership effectiveness, greater confidence in decision-making, and stronger familiarity with performance management systems (Branch, Hanushek, & Rivkin, 2013).

The distribution of teaching and administrative experience suggests that the participating schools are guided by leaders with substantial professional backgrounds. This level of experience strengthens the capacity of school heads to manage CPS processes, uphold RPMS-PPST standards, and promote continuous improvement among teachers.

Relevant trainings/seminars/workshops attended. Presented in this portion is the number of relevant trainings, seminars, workshops attended of the school heads in selected elementary schools in the Division of Bohol. It categorized based from least to the greatest number attended as shown in Table 5.

Table 5: Relevant Trainings/Seminar/Workshops Attended (n=5)

Number of Trainings	Frequency (f)	Percentage (%)
3–5 trainings	1	20.00%
6–8 trainings	2	40.00%
9–11 trainings	1	20.00%
12 and above	1	20.00%
Total	5	100%

Table 5 shows that the majority of school heads have attended 6–8 relevant trainings (40%), suggesting a consistent engagement in professional development activities and a proportion of school heads (40%) have attended 9 or more trainings, demonstrating a strong commitment to continuous learning. These training opportunities play a crucial role in enhancing administrators’ competence, especially in areas related to instructional leadership, performance evaluation, and policy implementation.

Demographic Profile Of Teacher Respondents

Age and Gender. Presented in this portion is the age and gender profile of the teacher respondents. The source of age categorization was derived from the lowest to highest age presented in Table 6.

Table 6: Age and Gender (n=130)

Age	Male f	Male %	Female f	Female %	Total f	Total %
22–29 years old	10	7.69%	16	12.31%	26	20%
30–39 years old	12	9.23%	40	30.77%	52	40%
40–49 years old	9	6.92%	30	23.08%	39	30%
50 years old & above	4	3.08%	9	6.92%	13	10%
Total	35	26.92%	95	73.08%	130	100%

The age and gender table of the teacher respondents reveals that the majority of the teacher-respondents (40%) are within the 30–39 age range, indicating that the workforce is largely composed of mid-career educators who are likely to be in their stable and productive years in the teaching profession. A substantial number of teachers (30%) also belong to the 40–49 age bracket, reflecting a group of seasoned educators with considerable teaching experience and 20% are in the younger 22–29 age group, suggesting a continuing inflow of early-career teachers in the public-school system. The presence of teachers aged 50 and above (10%) further indicates a blend of seniority and mentorship potential within the workforce.

The age and gender composition of the teacher-respondents reflects a balanced distribution of early-career, mid-career, and senior teachers, predominantly female, forming a workforce capable of engaging in CPS implementation and meeting RPMS-PPST competency expectations.

Position Designation. Presented in Table 7 is the position and designation of the teacher respondents in the selected elementary schools in the Division of Bohol.

Table 7: Position/Designation (n=130)

Position/Designation	Frequency (f)	Percentage (%)
Teacher I	55	42.31%
Teacher II	32	24.62%
Teacher III	28	21.54%
Master Teacher I	10	7.69%
Master Teacher II	5	3.85%
Total	130	100%

This indicates that most respondents occupy entry to mid-level teaching positions, which implies that the population is largely composed of teachers who are still in the early to middle stages of their professional career. The relatively smaller number of Master Teachers and Head Teachers suggests that fewer teachers have reached higher ranks, possibly due to limited promotional opportunities, qualifications, or years of service.

Such a composition is common in many schools, where the majority of personnel are classroom teachers. This demographic can affect the perspectives reflected in the study especially in areas such as professional development, instructional leadership, or motivation as these may vary according to rank and experience.

Teaching Experience. Presented in Table 8 is the teaching experience of the teacher respondents in the selected elementary schools in the Division of Bohol.

Table 8: Teaching Experience (n=130)

Years of Experience	Frequency (f)	Percentage (%)
1–5 years	28	21.54%
6–10 years	47	36.15%
11–15 years	34	26.15%
16 years and above	21	16.15%
Total	130	100%

The data reveal that most teachers (36.15%) have 6–10 years of teaching experience, indicating that the majority are mid-career educators who have already developed foundational instructional skills and are familiar with DepEd standards and evaluation systems. It is also noted that the data of teachers (26.15%) have 11–15 years of experience, reflecting a seasoned group with extensive classroom exposure, there were teachers experience range to 1–5 years of experience or 21.54%, suggesting a steady influx of new educators into the school system and teacher with 16 years and above of experience (16.15%) represent a senior group capable of providing strong instructional leadership and contributing to the overall professional culture of the school.

According to Darling-Hammond (2017), teachers in this stage often demonstrate improving instructional competence, stronger classroom management skills, and a deeper understanding of learner needs, which are important attributes in meeting RPMS-PPST performance indicators and it demonstrates a balanced mix of early-career, mid-career, and veteran teachers, providing a rich and diverse professional environment conducive to implementing the Career Progression System effectively.

Relevant Trainings/Seminars/Workshops attended. Presented in this portion is the number of relevant trainings, seminars, workshops attended of the teacher respondents in selected elementary schools in the Division of Bohol. It categorized based from least to the greatest number attended as shown in Table 9.

Table 9: Relevant Trainings/Seminars/Workshops Attended (n=130)

Number of Trainings	Frequency (f)	Percentage (%)
1–3 trainings	30	23.08%
4–6 trainings	48	36.92%
7–9 trainings	32	24.62%
10 or more trainings	20	15.38%
Total	130	100%

Table 9, shows that the majority of teacher-respondents (36.92%) have attended 4–6 trainings, indicating active participation in professional development activities. This suggests that teachers in the selected schools are consistently updating their competencies and instructional strategies, which is aligned with the expectations of the RPMS-PPST and the Career Progression System (CPS). DepEd emphasizes that continuous professional learning is essential in ensuring teaching quality and fostering career growth (DepEd, 2015).

Extent Of Career Progression System Implemented

This section presents the implementation of CPS in selected elementary schools in the Division of Bohol that aims to guide teachers’ professional growth, promotion pathways and performance expectations. This study allows the researcher to determine how well the system is communicated, supported and operationalized in the public elementary schools in the Division of Bohol.

Policy Awareness. Presented in this portion is the extent of CPS implementation in terms of policy awareness in the selected public elementary schools in the Division of Bohol. Data presented in Table 10.

Table 10: Policy Awareness (n=135)

Indicators	Mean	Verbal Description
1. CPS guidelines and criteria are clearly communicated to teachers.	4.08	Implemented
2. I understand how CPS aligns with PPST indicators.	4.12	Implemented
3. Orientation or LAC sessions about CPS are conducted regularly.	3.89	Implemented
4. Required documents for CPS are explained with examples.	3.76	Implemented
5. Timelines for CPS processes are clear and known.	3.72	Implemented
Composite Mean	3.91	Implemented

Result from table 10, shows a composite mean of 3.91, interpreted as Implemented, indicating that CPS policy awareness among teachers and school heads is generally high. Respondents expressed strong awareness of how CPS aligns with PPST indicators (Mean = 4.12), suggesting that teachers are

increasingly familiar with how their performance is evaluated and how competencies translate into career progression.

The respondents demonstrate a strong level of awareness of CPS policies and processes, and also provides a solid foundation for effective system implementation and supports teachers in navigating their career advancement pathways. Research of Darling-Hammond (2017), clearly articulated performance expectations strengthen teacher engagement and lead to more consistent implementation of professional standards.

Administrative Support. Presented in this portion is the extent of CPS implementation in terms of administrative support in the selected public elementary schools in the Division of Bohol. Data presented in Table 11.

Table 11: Administrative Support (n=135)

Indicators	Mean	Verbal Description
1. School leaders provide mentoring/coaching related to CPS readiness.	4.02	Implemented
2. I receive guidance on preparing quality evidence for appraisal/promotion.	3.88	Implemented
3. Opportunities for professional development (PD) are facilitated by the school.	3.94	Implemented
4. Supervisory feedback helps me address gaps toward my target career stage.	3.79	Implemented
5. Administrative support is consistent across teachers.	3.65	Implemented
Composite Mean	3.86	Implemented

Table 11 indicates that respondents perceive administrative support for CPS implementation as generally sufficient and functional with a composite mean of 3.86 or verbally described as Implemented while the highest-rated item pertains to mentoring and coaching from school leaders (Mean = 4.02), suggesting that administrators are actively involved in preparing teachers for CPS requirements.

The findings suggest that administrative support for CPS implementation is functioning well and evidence guidance serving as key strengths while ensuring uniform supervisory practices across all teachers may further enhance CPS implementation in the participating schools. This aligns with Darling-Hammond (2017), who emphasized the importance of instructional leadership in strengthening teacher competence and career development.

Fairness and Transparency. Presented in this portion is the extent of CPS implementation in terms of fairness and transparency in the selected public elementary schools in the Division of Bohol. Data presented in Table 12.

Table 12: Fairness and Transparency (n=135)

Indicators	Mean	Verbal Description
1. Evaluation criteria for CPS are applied consistently to all teachers.	3.82	Implemented
2. Evidence is rated objectively and based on explicit rubrics/PPST.	3.91	Implemented
3. Teachers are informed of results and rationale of CPS decisions.	3.74	Implemented
4. There are avenues to clarify/appeal CPS evaluation concerns.	3.68	Implemented
5. No preferential treatment or bias is observed in CPS decisions.	3.55	Implemented
Composite Mean	3.74	Implemented

Table 12 indicates that teachers perceive CPS processes in the participating schools as generally fair and transparent with a composite mean of 3.74 interpreted as Implemented and also the highest-rated indicator relates to objective rating of evidence using explicit PPST rubrics (Mean = 3.91) interpreted as Implemented. Overall the data indicate that fairness and transparency in CPS implementation are functioning well but require continuous strengthening while ensuring uniform application of standards, reinforcing objective evaluation practices, and improving communication and feedback mechanisms will further enhance trust and credibility in the CPS processes. Sparks 2019 points out that transparency in feedback and appeal processes is vital for ensuring teacher confidence in any appraisal system.

Feedback and Performance Monitoring. Presented in this portion is the extent of CPS implementation in terms of feedback and Performance Monitoring in the selected public elementary schools in the Division of Bohol. Data presented in Table 13.

Table 13: Feedback and Performance Monitoring (n=135)

Indicators	Mean	Verbal Description
1. Post-evaluation feedback is specific, timely, and actionable.	3.88	Implemented
2. Classroom observations are followed by coaching or goal-setting.	3.94	Implemented
3. Progress toward CPS readiness is monitored across the year.	3.76	Implemented
4. Performance data inform my development plan.	3.82	Implemented
5. Recognition of improvement is provided.	3.71	Implemented
Composite Mean	3.82	Implemented

Table 13 shows that feedback mechanisms and performance monitoring practices are generally functioning well in support of CPS implementation with a composite mean of 3.82 or verbally described as Implemented with the highest-rated indicator was coaching or goal-setting after classroom observations (Mean = 3.94) while the lowest-rated item recognition of improvement (Mean = 3.71) still falls within the Implemented range but indicates that teachers may feel recognition is not always consistent or visible.

The results suggest that feedback and monitoring practices are effectively supporting CPS implementation, but enhancements in sustained monitoring and recognition strategies would further strengthen the system’s impact that aligns with RPMS-PPST guidelines (DepEd, 2017), which highlight the importance of timely feedback in guiding teacher reflection and improvement.

Level Of Teacher Respondent Performance

In this section discusses teachers’ performance of selected public elementary school in the Division of Bohol which directly influences student learning, classroom engagement and overall school effectiveness. Teachers demonstrate strong instructional practices, create positive learning environments, and uphold the standards of the profession. Evaluating teacher performance helps identify strengths, address improvement areas, and guide professional development, making it a vital component in ensuring quality education and supporting career progression.

Instructional Competence. Presented in this portion is the level respondent performance in terms of instruction in the selected public elementary schools in the Division of Bohol. Data presented in Table 14.

Table 14: Instruction (n=135)

Indicators	Mean	Verbal Description
1. Lessons show clear objectives aligned with curriculum standards.	4.21	Very High Performance
2. Strategies and assessments address diverse learner needs.	4.07	High Performance
3. Learning tasks promote higher-order thinking and engagement.	3.96	High Performance
4. Assessment evidence informs teaching decisions.	4.02	High Performance
5. ICT and learning resources are integrated appropriately in instruction.	3.89	High Performance
Composite Mean	4.03	High Performance

Table 14 suggest that teachers consistently demonstrate strong instructional competence with composite mean of 4.03 interpreted as High Performance, the highest rating was recorded for ensuring lesson objectives aligned with curriculum standards (Mean = 4.21, Very High Performance), indicating that teachers are highly proficient in planning instruction based on required competencies.

The findings demonstrate that teachers perform at a high level in instructional competence, showing strength in planning, strategy application, assessment use and resource integration that aligns by

the study of Darling-Hammond 2017 which states that values imply that teachers regularly adapt instructional strategies and design activities that encourage critical and creative thinking, consistent with learner-centered teaching principles.

Classroom Management. Presented in this portion is the level respondent performance in terms of classroom management in the selected public elementary schools in the Division of Bohol. Data presented in Table 15.

Table 15: Classroom Management (n=135)

Indicators	Mean	Verbal Description
1. Classroom routines and behavior expectations are consistently implemented.	4.18	High Performance
2. The learning environment is organized, safe, and inclusive.	4.24	Very High Performance
3. Time-on-task is maximized; transitions are smooth.	4.06	High Performance
4. Strategies for addressing misbehavior are fair and effective.	3.94	High Performance
5. Learners demonstrate respect, collaboration, and responsibility.	4.11	High Performance
Composite Mean	4.11	High Performance

Table 15 indicates that teachers demonstrate strong classroom management skills across the participating schools with a composite mean of 4.11 verbally interpreted as High Performance, highest rating was given to maintaining an organized, safe, and inclusive learning environment (Mean = 4.24, Very High Performance), suggesting that teachers are highly effective in creating spaces that support positive behavior and meaningful learning.

The results demonstrate that teachers exhibit high levels of competence in classroom management and their ability to establish routines, maintain safe learning environments, manage behavior and promote learner responsibility contributes to effective instruction and improved student learning experiences that aligns with PPST expectations that emphasize the need for safe and supportive learning environments as a foundation for quality instruction (DepEd, 2017).

Professional Growth. Presented in this portion is the level respondent performance in terms of professional growth in the selected public elementary schools in the Division of Bohol. Data presented in Table 16.

Table 16: Professional Growth (n=135)

Indicators	Mean	Verbal Description
1. I set professional goals and act on feedback from supervisors.	4.14	High Performance
2. I participate in PD/LAC and apply learnings in class.	4.09	High Performance
3. I curate evidence/portfolio aligned with PPST indicators.	3.97	High Performance
4. I collaborate/share practices with colleagues.	4.12	High Performance
5. I initiate or join school improvement/extension/research activities.	3.88	High Performance
Composite Mean	4.04	High Performance

Table 16 indicates that teachers demonstrate a strong level of engagement in professional growth activities with a composite mean of 4.04 verbally interpreted as High Performance, also the highest-rated indicator pertains to setting professional goals and acting on supervisory feedback (Mean = 4.14). The data reflects that teachers are responsive to developmental input and strive to enhance their competencies, consistent with the PPST’s emphasis on reflective practice and continuous improvement (DepEd, 2017).

The findings show a teaching workforce that actively pursues growth, collaborates with colleagues, and participates in structured professional development—elements that are essential to the successful implementation of CPS and the strengthening of school performance systems.

BEST PRACTICES IN THE IMPLEMENTATION OF CAREER PROGRESSION SYSTEM AMONG TEACHERS IN PUBLIC ELEMENTARY SCHOOL

Presented in this portion are the best practices shared by teachers and school administrators in the implementation of Career Progression System, responses were analyzed and organized to represent common strategies, leadership approaches that strengthened processes. These best practices highlight how school support teacher’s readiness and professional learning to align with PPST standards

Table 17: Best Practices (n=135)

No.	Indicators
1	Strengthened Orientation and capacity building
2	Consistent Mentoring and Supervisory support
3	Evidence-based performance monitoring
4	Collaborative professional learning culture
5	Strong documentation and portfolio management
6	Recognition and Motivation Initiatives

Based on the data in Table 17, reveals that the implementation is strengthened through school-based initiatives that emphasize support, collaboration and continuous learning.

Strengthened Orientation and capacity building it demonstrates that regular orientations/seminars help clarify and update teachers pertaining to guidelines and PPST expectations.

Consistent Mentoring and Supervisory Support shows that the teacher will be the beneficiaries of PPST-aligned tools and data driven supervisory practices.

Collaborative Professional Learning Culture it underscores how peer support, demonstration teaching and knowledge collaboration can contribute to teacher success and competence.

Strong Documentation and Portfolio Management it clearly reveals that structured documentation for MOV help teachers prepare and complete portfolios for promotion and RPMS requirements.

Recognition and Motivation Initiatives it highlight how acknowledgement of teachers' efforts enhances morale and encourages a professional mindset growth.

The best practices identified reflect a strong culture of support, collaboration, and continuous improvement key elements necessary for sustaining meaningful CPS implementation.

Chapter 3

Summary, Findings, Conclusion And Recommendation

This chapter presents the summary of the entire study which served as the basis for findings, conclusion and recommendation.

Summary

This chapter presented the methods used in conducting this study, a descriptive research design was employed to determine the extent of Career Progression System implementation and its relationship to teacher's performance. The respondents of the study are the selected elementary schools in the Division of Bohol consisted of 5 public schools with 5 school heads and 130 teachers who were selected using total enumeration.

A questionnaire was utilized as the primary data-gathering instrument. The tool consisted of sections measuring CPS implementation in terms of policy awareness, administrative support, fairness and transparency and feedback and performance monitoring, as well as teachers' performance in instructional competence, classroom management, and professional growth. Collection of data included securing permits from the SDS and to the school principal, distributing survey forms, and retrieving accomplished questionnaires.

The data gathered were analyzed using statistical tool which includes frequency and percentage for the demographic profile and variables, weighted mean for the extent of Career Progression System implementation and the teacher's performance together with thematic analysis for best practices.

Findings

Based on the results of the study, the profile of the respondents which consist of school heads were aged 40-49, predominantly female and held ranks such as Head Teacher III, Principal I and Principal II. They had 10-20 years of teaching along with their administrative experiences and had attended several relevant trainings. Teacher respondents were mostly female, aged 30-39 with academic rank from Teacher

I to Master Teacher II. The majority had 6–10 years of teaching experience and had participated in 4–6 professional development trainings.

In the extent of the implementation of Career Progression System in terms of Policy awareness received high ratings indicating that teachers understood the guidelines and the requirements. Administrative support was consistently present through mentoring, guidance, and PD facilitation. Fairness and transparency were implemented, with respondents perceiving evaluations as generally objective and criteria as consistently applied. Feedback and performance monitoring were also implemented, showing that teachers received coaching, actionable feedback, and periodic monitoring.

Teachers demonstrated High Performance across all domains wherein instructional competence reflects strong alignment with curriculum standards, strategy use for diverse learners and integration of assessment evidence. In terms of classroom management practices were rated high, particularly in maintaining safe and organized learning environments. Professional growth also received high ratings, with teachers engaging in goal-setting, collaboration, LAC sessions, and documentation aligned with PPST.

Thematic analysis revealed that several best practices supporting CPS implementation, including strengthened orientations, consistent mentoring, evidence-based performance monitoring, collaborative professional learning, structured documentation systems, and recognition of teacher accomplishments.

Conclusions

Based on the findings of the study, it is concluded that the respondent groups possess professional background to support career progression system implementation in the public elementary schools in the Division of Bohol. The Career Progression System is generally implemented across the selected public elementary schools where it shows that CPS process, orientations, evaluations and supervisory mechanisms are function with some areas require strengthening for consistency and sustained practice. It is also concluded that teachers demonstrate high level of performance that suggest that they are meeting expectations and are actively engaging in practices aligned with continuous professional development and career advancement. Best practices contribute positively to CPS implementation, these practices reinforce a culture of professional growth and help maintain clarity and consistency.

Recommendations

In light of the study's findings and conclusions, several recommendations are proposed improve the implementation of the Career Progression System to teachers.

1. Strengthen CPS awareness and communication systems, schools may enhance the consistency and clarity of information dissemination regarding CPS guidelines, PPST alignment, timelines and documentary requirements by conducting more frequent orientations and updates.
2. Enhance administrative and supervisory support, school heads are encouraged to provide sustained mentoring and coaching to ensure that teachers receive adequate guidance in preparing MOVs, meeting career stage expectations and addressing competency gaps throughout the school year.
3. Improve fairness and transparency mechanisms, schools may formalize clearer procedures for communicating evaluation results, providing rationale for decisions and handling appeals or clarifications to promote trust and consistency in CPS implementation.

4. Strengthen feedback and monitoring systems, it is important that regular progress checks, post-observation conferences and timely feedback should be maintained or enhanced so teachers can better align their professional practices with CPS requirements and PPST indicators.
5. Expand professional development opportunities so that teachers may be provided with additional PD activities, workshops and LAC sessions that align with their development plans, career stage goals, and identified needs in instructional competence, classroom management, or professional growth.
6. Sustain collaborative professional learning environments, it is important that collaborative practices such as peer coaching, lesson study, best practice sharing, and joint demonstration teaching should be encouraged to strengthen teacher capability and deepen collective expertise.
7. Enhance recognition and motivation initiatives for schools may adopt more consistent recognition programs to acknowledge teacher efforts and improvements, which may boost motivation and engagement in CPS processes.
8. Institutionalize best practices across schools so that the Division may consider adopting effective school-based strategies as models to ensure more uniform implementation of CPS across public elementary schools.

Chapter 4

Output Of The Study

Rationale

Teaching is a noble profession that plays crucial role in shaping society. The quality of education remains pivotal for national and global developments. Research study indicates that structured teacher career advancement mechanisms in terms of promotion system tied to teacher's competency, performance, and professional development can contribute toward teacher retention, motivation and student outcomes. Teachers and school heads demonstrated awareness of CPS guidelines, PPST alignment, and documentary requirements, and key dimensions such as administrative support, fairness and transparency, and feedback and monitoring were likewise rated as implemented. However, the findings also revealed areas that require strengthening, particularly in the consistency of supervisory practices, clarity of timelines, documentation support, and recognition of teacher improvement.

Moreover, teachers exhibited high performance across all mentioned variables, the variations in implementation indicate that not all schools practices, including effective monitoring, organized documentation systems, while others revealed that inconsistencies in guidance, feedback and monitoring. These gaps highlight the need for a unified and systematic approach to ensure that all teachers receive the same level of support in meeting CPS requirements.

To address these issues, the development of CPSS Enhancement Plan is necessary to standardize practices to ensure consistent implementation in schools. This plan will serve as a strategic guide for the teachers in coping the CPS requirements in their professional growth and by addressing areas for improvement and reinforcing effective practices, the enhancement plan aims to support teachers' continuous professional growth and align school processes more closely with PPST standards and CPS expectations.

Objectives

1. To strengthen teachers’ awareness and understanding of CPS guidelines, PPST alignment, documentary requirements, and evaluation processes.
2. To improve the consistency and quality of administrative and supervisory support, particularly in mentoring, coaching, and technical assistance for CPS readiness.
3. To enhance fairness, transparency, and clarity in the application of CPS criteria, communication of results, and handling of evaluation concerns.
4. To reinforce systematic feedback and performance monitoring, ensuring that teachers receive timely, specific, and actionable guidance throughout the school year.
5. To develop organized and efficient documentation systems that support teachers in preparing PPST- and CPS-aligned MOVs and portfolios.
6. To strengthen school-based professional development, collaborative learning, and sharing of best practices aligned with teachers’ career stage goals.
7. To institutionalize recognition and motivation strategies that acknowledge teacher improvement, accomplishments, and career progression milestones.

Target Participants

The target participants of this enhancement plan are the School Teachers, School Heads and Administrators, RPMS Coordinators and Learning Action Cell (LAC) Facilitators of selected public elementary schools in the Division of Bohol. Their collaboration is vital in CPS implementation by means of awareness, discussions and teamwork.

Scheme of Implementation

The successful implementation of the Enhancement Plan requires shared commitment and cooperation of all stakeholders involved. School Heads shall lead the planning and monitoring of CPS-related activities to ensure that guidelines, timelines, and expectations are meet to the teaching personnel. Teachers on the other hand, are expected to participate actively in professional development activities and apply these strategies.

Supervisors are also encouraged to extend support through coaching and reinforcement. The proposed Enhancement Plan will be submitted to the Schools Division Superintendent for review, approval and integration into the divisions continuing professional development programs. Lastly, the plain aims to sustain a culture of continuous improvement, enhance teacher’s performance and ensure that career progression systems are implemented effectively.

CPS Enhancement Plan

N o.	Areas of Concern	Objectives	Strategies/Activities	Persons Involved	Budget	Source	Time Frame	Expected Outcome
1	Limited CPS Policy	To strengthen teachers' understanding	Conduct CPS orientation; LAC session on PPST &	School Head, RPMS Coordin	₱2,000 (printing,	MOOE	June–July	Teachers demonstrate rate increase

	Awareness	ing of CPS guidelines, PPST alignment, and requirements	CPS; Dissemination of CPS memoranda and timelines	ator, LAC Facilitators	material s)			d clarity on CPS processes
2	Inconsistent Mentoring and Technical Assistance	To improve coaching and supervisory support across all grade levels	Schedule monthly coaching sessions; One-on-one TA for MOV preparation; Post-observation feedback conferences	School Head, Master Teachers, RPMS Coordinators	None	N/A	Monthly (July–March)	Teachers receive consistent guidance toward CPS readiness
3	Variations in Evaluation Transparency	To enhance fairness and consistency in CPS evaluation	Calibration meetings on PPST rubrics; Standardization of evaluation tools; Orientation on clarification/appeal procedures	School Head, RPMS Evaluators, District Supervisor	₱1,500 (printing & forms)	MOOE	August	Clear, uniform application of CPS criteria
4	Weak Feedback & Monitoring System	To strengthen year-round monitoring of teacher progress	Mid-year and year-end performance reviews; Monitoring of portfolio development; Feedback documentation log	School Head, Master Teachers	None	N/A	August – March	Teachers receive timely, actionable feedback
5	Unorganized	To improve MOV	Provide standardized	RPMS Coordinators	₱3,000 (USB,	MOOE/LGU Support	July–August	Teachers submit

	Documentation & Portfolio System	preparation and portfolio management	MOV templates; Conduct workshop on e-portfolio creation; Establish digital/physical MOV repository	ator, ICT Coordinator, Teachers	folders, binders)			organized, PPST-aligned portfolios
6	Limited Professional Development Opportunities	To enhance teachers' access to PD aligned with CPS competencies	Schedule quarterly PD trainings; Invite resource speakers; Encourage participation in division-led trainings	School Head, LAC Facilitators, District EPS	₱5,000 (honoraria, materials)	MOOE/PTA/LGU	Quarterly (July, Sept., Dec., Feb.)	Teachers acquire new skills aligned with PPST indicators
7	Uneven Collaboration & Sharing of Best Practices	To promote a culture of collegiality and continuous improvement	Conduct demonstration teaching; Peer coaching cycles; Sharing of best practices during LAC	Teachers, Master Teachers, LAC Leaders	None	N/A	Quarterly	Strengthened collaborative professional culture
8	Lack of Recognition and Motivation Initiatives	To motivate teachers toward continuous professional growth	Provide certificates/awards; Highlight teacher achievements during flag ceremonies; Post best practices on school bulletin boards	School Head, Awards Committee	₱2,000 (certificates, printing)	MOOE	August – March	Increased teacher motivation and engagement in CPS

9	Need for Division-Level Alignment	To ensure alignment with division policies and recommendations	Submit enhancement plan to SDS for approval; Attend division monitoring meetings; Integrate CPS updates in school programs	School Head, District Supervisor, Division Office	None	N/A	July–September	Approved plan integrated in division PD programs
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