

Implementation Fidelity of the Expanded Career Progression System by School Heads and Teachers' Readiness in Selected Public Elementary Schools Basis for Implementation Support Framework

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Abstract

This study determined the implementation fidelity of the Expanded Career Progression System (ECPS) by school heads and the level of teachers' readiness in selected public elementary schools in Asturias, Cebu, during the Academic Year 2026–2027. Specifically, it assessed implementation fidelity in terms of policy dissemination, orientation and capacity building, policy interpretation and compliance, assessment and evaluation, monitoring and feedback, and fairness and transparency. It also examined teachers' readiness in terms of policy awareness, qualification readiness, documentary readiness, PPST competency readiness, professional development readiness, and application readiness. A descriptive-correlational research design employing a quantitative approach was utilized. The respondents consisted of 10 school heads and 100 teachers from five selected public elementary schools. Data were gathered through a researcher-made questionnaire and analyzed using frequency, percentage, weighted mean, and appropriate inferential statistical methods. The preliminary descriptive findings indicated Very High implementation fidelity across all dimensions, while teachers demonstrated High to Very High readiness. Monitoring and feedback, documentary readiness, and application readiness emerged as areas requiring additional support. Based on these identified needs, a Career Progression Implementation Support Framework was proposed to strengthen policy implementation, professional development, documentary preparation, technical assistance, and systematic monitoring, ultimately enhancing teachers' preparedness for career advancement.

Keywords: Expanded Career Progression System, implementation fidelity, teachers' readiness, school heads, career advancement, professional development

1. The Problem and Its Scope

Introduction

Rationale of the Study

Teacher quality has consistently been recognized as one of the most influential school-based factors affecting learners' academic achievement and the overall quality of education. Consequently, education systems around the world have strengthened policies that promote teachers' professional

development, competency enhancement, and career advancement. According to the Organization for Economic Co-operation and Development (OECD, 2020), well-designed teacher career structures improve teacher motivation, instructional effectiveness, and retention while fostering a culture of lifelong professional learning. Similarly, UNESCO (2023) emphasized that investing in teachers through structured career pathways and continuous professional development is essential to achieving equitable and quality education. These global perspectives underscore the importance of developing career progression systems that recognize teachers' competencies and encourage continuous professional growth.

In the Philippines, teacher professionalization remains one of the priority reform agendas of the Department of Education (DepEd). To strengthen career advancement opportunities for teachers while improving the quality of basic education, the Department institutionalized the Expanded Career Progression (ECP) System through DepEd Order No. 024, s. 2025, as amended by DepEd Order No. 034, s. 2025. The policy introduced competency-based career pathways that provide additional teaching positions and recognize teachers based on demonstrated competencies, professional standards, qualifications, and performance rather than relying solely on seniority or the availability of promotion items (Department of Education [DepEd], 2025a; DepEd, 2025b). Through this reform, DepEd aims to establish a transparent, equitable, and merit-based career progression system that encourages professional excellence while enhancing teacher motivation and organizational effectiveness.

Although the policy provides a comprehensive framework for teacher career advancement, its success largely depends on how faithfully it is implemented at the school level. Carroll et al. (2007) defined implementation fidelity as the degree to which an intervention or policy is implemented as originally intended. In educational settings, implementation fidelity ensures that policy objectives are translated into actual practice through consistent dissemination of guidelines, capacity-building activities, policy compliance, monitoring, evaluation, and feedback mechanisms. Since school heads serve as the frontline implementers of educational policies, their commitment to implementing the Expanded Career Progression System with fidelity significantly influences teachers' understanding of the policy and their preparedness for career advancement.

Educational leadership literature likewise emphasizes that school leaders play a vital role in creating organizational conditions that support teacher growth and professional learning. According to Hallinger (2020), instructional leadership extends beyond classroom supervision by promoting professional development, supporting instructional improvement, and fostering an environment that enables teachers to achieve professional excellence. Likewise, Darling-Hammond et al. (2022) asserted that teachers are more likely to embrace educational reforms when school leaders provide continuous guidance, effective communication, mentoring, and meaningful professional learning opportunities. These findings suggest that effective implementation of the Expanded Career Progression System requires not only adherence to policy guidelines but also sustained instructional leadership and organizational support from school heads.

Teacher readiness is another essential factor that contributes to the successful implementation of educational reforms. Readiness encompasses teachers' awareness of policy provisions, fulfillment of qualification requirements, preparation of documentary evidence, demonstration of competencies aligned with the Philippine Professional Standards for Teachers (PPST), participation in professional development activities, and confidence in pursuing career advancement opportunities. Studies have shown that teachers demonstrate higher levels of readiness when they receive adequate institutional support, clear policy communication, and opportunities for continuous professional learning (Darling-Hammond et al., 2022;

OECD, 2020). These findings highlight the importance of examining how the implementation practices of school heads may influence teachers' preparedness for the Expanded Career Progression System.

The study is likewise anchored on the aspirations of the United Nations Sustainable Development Goal (SDG) 4: Quality Education, which emphasizes ensuring inclusive and equitable quality education through the provision of qualified teachers supported by continuous professional development (United Nations, 2015). By strengthening teachers' readiness for career progression and enhancing school-level implementation of the Expanded Career Progression System, the study contributes to improving teacher quality and instructional effectiveness. Furthermore, the study supports SDG 16: Peace, Justice and Strong Institutions, particularly its commitment to developing effective, accountable, and transparent institutions (United Nations, 2015). Assessing the implementation fidelity of the Expanded Career Progression System promotes transparency, accountability, fairness, and consistency in educational governance, thereby strengthening institutional effectiveness within public schools.

Despite the significance of the Expanded Career Progression System as one of the most recent reforms in Philippine basic education, empirical studies examining its implementation at the school level remain scarce. Most available literature focuses on the policy provisions and implementation guidelines, while limited attention has been given to determining whether school heads implement the policy with fidelity and how such implementation influences teachers' readiness for career progression. This gap in the literature presents an opportunity to generate empirical evidence that can guide school leaders, policymakers, and education stakeholders in strengthening policy implementation and teacher support mechanisms.

This study was undertaken to determine the implementation fidelity of the Expanded Career Progression System by school heads and the level of teachers' readiness for the Expanded Career Progression System in selected public elementary schools during the Academic Year 2026–2027. Specifically, it seeks to determine which dimensions of implementation fidelity significantly predict teachers' readiness for career progression. The findings are expected to contribute to the growing body of knowledge on educational leadership, policy implementation, and teacher professional development while providing practical evidence for school administrators and policymakers. Ultimately, the study aims to develop a Career Progression Implementation Support Framework that may serve as a strategic guide for strengthening school-level implementation of the Expanded Career Progression System and promoting a competent, motivated, and professionally empowered teaching workforce.

Theoretical Background

The present study is anchored on three complementary theories that explain teachers' motivation, readiness, and engagement in the implementation of the Expanded Career Progression (ECP) System. Specifically, the study is supported by Self-Determination Theory of Deci and Ryan (1985), Expectancy Theory of Vroom (1964), and Goal-Setting Theory of Locke and Latham (1990). These theories collectively explain how school heads, through effective implementation of the Expanded Career Progression System, can foster teachers' intrinsic motivation, strengthen their confidence in achieving career advancement, and encourage commitment toward professional growth. Together, these theories provide a comprehensive framework for understanding the relationship between the implementation fidelity of the Expanded Career Progression System and teachers' readiness for career progression.

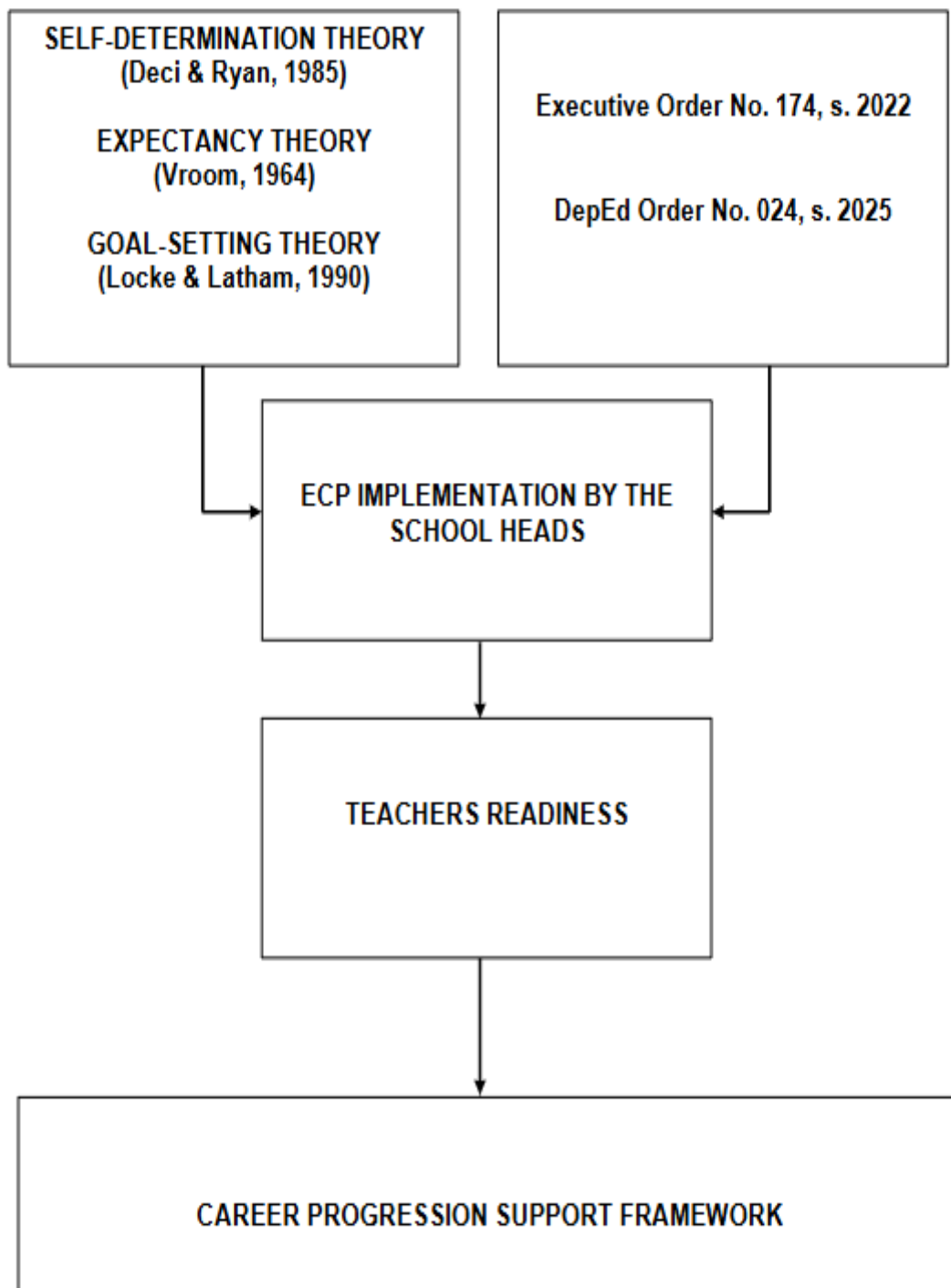


Figure 1
Theoretical Conceptual Framework

The first theory is Self-Determination Theory (SDT) it was developed by Edward L. Deci and Richard M. Ryan (1985). The theory posits that individuals are more motivated and committed to achieving their goals when three fundamental psychological needs are satisfied: autonomy, competence, and relatedness. Autonomy refers to an individual's sense of having control over personal decisions and actions; competence pertains to the belief that one possesses the knowledge and skills necessary to perform effectively; while relatedness emphasizes the importance of supportive interpersonal relationships and a sense of belonging within an organization. According to Deci and Ryan (2000), the fulfillment of these needs enhances intrinsic motivation, resulting in greater engagement, persistence, and professional commitment.

Within educational organizations, Self-Determination Theory has been widely applied to explain teachers' motivation to participate in professional development and pursue career advancement opportunities. Teachers who perceive that they are supported by school leaders, provided with opportunities to enhance their competencies, and empowered to make professional decisions are more likely to demonstrate positive attitudes toward educational reforms and continuous learning. Conversely, environments characterized by limited support, inadequate communication, or restricted professional autonomy may diminish teachers' motivation and willingness to engage in career advancement initiatives.

Self-Determination Theory provides a valuable explanation for teachers' readiness for the Expanded Career Progression System. School heads who faithfully implement the policy by providing clear orientation, continuous mentoring, constructive feedback, and opportunities for professional growth help satisfy teachers' psychological needs for competence, autonomy, and relatedness. Consequently, teachers become more motivated to prepare documentary requirements, participate in professional development activities, demonstrate competencies aligned with the Philippine Professional Standards for Teachers (PPST), and pursue career advancement. Thus, the theory supports the assumption that effective implementation of the Expanded Career Progression System contributes to enhancing teachers' readiness through increased intrinsic motivation and organizational support.

Second Theory is the Expectancy Theory was introduced by Victor H. Vroom (1964) to explain how individuals make decisions regarding effort, performance, and desired outcomes. The theory proposes that motivation is determined by three interrelated components: expectancy, instrumentality, and valence. Expectancy refers to an individual's belief that increased effort will lead to improved performance. Instrumentality is the belief that good performance will result in desired rewards, while valence pertains to the value or importance that individuals place on those rewards.

According to Vroom (1964), employees are more motivated to exert effort when they believe that their performance will be fairly evaluated and rewarded accordingly. In educational institutions, teachers are more likely to invest time and effort in professional development when they perceive that career advancement systems are transparent, objective, and based on merit. Conversely, if teachers perceive inconsistencies in implementation, unclear procedures, or unfair evaluation practices, their motivation to participate in career progression initiatives may decline.

The Expanded Career Progression System is fundamentally grounded in the principle of rewarding teachers based on demonstrated competencies, professional qualifications, and performance. Therefore, Expectancy Theory provides a strong theoretical explanation for teachers' readiness to participate in the career progression process. When school heads faithfully implement the policy by clearly communicating guidelines, ensuring transparency in evaluation procedures, monitoring compliance, and providing timely feedback, teachers are more likely to believe that their efforts will lead to successful promotion

opportunities. Consequently, they become more willing to complete the required qualifications, prepare documentary evidence, strengthen their PPST competencies, and actively pursue professional advancement. The theory therefore explains how implementation fidelity influences teachers' readiness through positive expectations regarding effort, performance, and career outcomes.

The last theory is the Goal-Setting Theory was developed by Edwin A. Locke (1968) and later expanded by Locke and Latham (1990). The theory asserts that individuals perform better when they are provided with specific, challenging, and attainable goals accompanied by appropriate feedback. Goal commitment, regular monitoring, and continuous feedback are considered essential elements that enhance motivation, improve performance, and encourage sustained effort toward goal attainment.

The theory emphasizes that clear goals enable individuals to focus their attention, regulate their efforts, maintain persistence, and develop strategies necessary for achieving desired outcomes. In educational settings, clearly defined professional standards and career expectations encourage teachers to continuously improve their instructional practices, participate in professional learning opportunities, and pursue career advancement through systematic planning and self-improvement.

The Expanded Career Progression System establishes explicit competency standards, qualification requirements, documentary evidence, and performance expectations that teachers must achieve before advancing to higher career stages. Consequently, Goal-Setting Theory provides an appropriate framework for understanding teachers' readiness for career progression. School heads who faithfully implement the policy by clarifying promotion requirements, monitoring teachers' progress, providing constructive feedback, and supporting professional development enable teachers to establish realistic career goals and remain committed to achieving them. As teachers become aware of the competencies required for advancement, they are more likely to participate in training programs, strengthen their PPST competencies, prepare necessary documentation, and pursue promotion opportunities systematically. Hence, Goal-Setting Theory explains that effective implementation of the Expanded Career Progression System promotes teacher readiness by helping teachers establish meaningful professional goals and maintain commitment toward career advancement.

It is also supported by the Executive Order No. 174, s.2022 Expanding the Career Progression System for Public School Teachers. Executive Order No. 174, signed by former President Rodrigo Roa Duterte on June 23, 2022, institutionalized the Expanded Career Progression System for public school teachers. The Order recognizes the need to provide teachers with broader opportunities for professional advancement while allowing them to remain in classroom teaching. It established multiple career stages and pathways that recognize teachers based on competence, qualifications, performance, and professional growth rather than solely on administrative promotion. The Executive Order likewise directed the Department of Education and the Department of Budget and Management to develop the necessary policies and standards for implementing the expanded career progression system in the public basic education sector.

Anchored on this Executive Order because it serves as the primary legal foundation of the Expanded Career Progression System. The implementation fidelity examined in this study directly relates to how school heads carry out the provisions and objectives of the Executive Order within their respective schools. Likewise, teachers' readiness reflects their preparedness to comply with the competency-based career progression framework established by the policy.

DepEd Order No. 024, s. 2025, as amended by DepEd Order No. 034, s. 2025. The policy provides the implementing guidelines for the Expanded Career Progression System by defining career stages,

qualification standards, documentary requirements, evaluation procedures, competency indicators, and promotion mechanisms for teachers and school leaders.

The policy also emphasizes the responsibilities of school heads in ensuring effective implementation through policy dissemination, orientation, technical assistance, monitoring, documentation, and support for teachers throughout the career progression process. Furthermore, it reinforces the alignment of career progression with the Philippine Professional Standards for Teachers (PPST), ensuring that promotion decisions are competency-based, transparent, equitable, and merit-driven.

The present study is anchored on Self-Determination Theory (Deci & Ryan, 1985), Expectancy Theory (Vroom, 1964), and Goal-Setting Theory (Locke & Latham, 1990), which collectively explain how teachers' motivation, expectations, and commitment influence their readiness for career progression. These theories emphasize that teachers are more likely to prepare for professional advancement when they receive adequate support, perceive that their efforts will be fairly rewarded, and are guided by clear career goals. These theoretical perspectives are reinforced by Executive Order No. 174, s. 2022, which institutionalized the Expanded Career Progression System for public school teachers, and DepEd Order No. 024, s. 2025, as amended by DepEd Order No. 034, s. 2025, which provides the implementing guidelines for the system. These legal issuances define the responsibilities of school heads in ensuring the faithful implementation of the policy through orientation, capacity building, monitoring, evaluation, and technical assistance. Guided by these theories and legal foundations, the study posits that effective implementation of the Expanded Career Progression System by school heads enhances teachers' readiness to meet the competency and qualification requirements for career advancement.

The Problem

Statement of the Problem

This study aimed to determine the implementation fidelity of the Expanded Career Progression System by school heads and the level of teachers' readiness for the Expanded Career Progression System in selected public elementary schools during the Academic Year 2026–2027 as basis for developing a Career Progression Implementation Support Framework.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the respondent groups in terms of:
 - 1.1 School Heads
 - 1.1.1 age;
 - 1.1.2 sex;
 - 1.1.3 current position;
 - 1.1.4 years of administrative experience;
 - 1.1.5 highest educational attainment; and
 - 1.1.6 relevant trainings attended?
 - 1.2 Teacher Respondents
 - 1.2.1 age;
 - 1.2.2 sex;
 - 1.2.3 teaching position;
 - 1.2.4 years in service;
 - 1.2.5 highest educational attainment; and

2. What is the extent of implementation fidelity of the Expanded Career Progression System by school heads in terms of:
 - 2.1 policy dissemination;
 - 2.2 orientation and capacity building;
 - 2.3 policy interpretation & compliance;
 - 2.4 assessment and evaluation process;
 - 2.5 monitoring and feedback; and
 - 2.6 fairness and transparency?
3. What is the level of teachers' readiness for the Expanded Career Progression System in terms of:
 - 3.1 policy awareness;
 - 3.2 qualification readiness;
 - 3.3 documentary readiness;
 - 3.4 PPST competency readiness;
 - 3.5 professional development readiness; and
 - 3.6 application readiness?
4. Is there a significant relationship between the implementation fidelity of the Expanded Career Progression System by school heads and teachers' readiness for the Expanded Career Progression System?
5. Which dimensions of the implementation fidelity of the Expanded Career Progression System significantly influence teachers' readiness for the Expanded Career Progression System?
6. Based on the findings of the study, what Career Progression Implementation Support Framework may be proposed?

Significance of the Study

The findings of this study are expected to provide valuable insights into the implementation fidelity of the Expanded Career Progression (ECP) System and teachers' readiness for career progression. Specifically, this study will benefit the following:

Schools Division Office (SDO). The Schools Division Office may use the findings to identify strengths and areas for improvement in the implementation of the Expanded Career Progression System. The results may assist education supervisors in designing technical assistance, mentoring initiatives, and professional development programs that support school heads and teachers in effectively implementing the policy.

School Heads. The findings may help school heads assess the fidelity of their implementation of the Expanded Career Progression System, particularly in policy dissemination, orientation, capacity building, monitoring, evaluation, and technical assistance. The study may also guide them in developing strategies that enhance teachers' readiness and encourage active participation in career progression.

Teachers. The study may increase teachers' awareness and understanding of the Expanded Career Progression System and encourage them to actively prepare for career advancement by strengthening their competencies, completing documentary requirements, and engaging in continuous professional development aligned with the Philippine Professional Standards for Teachers (PPST).

Human Resource Management Personnel. The findings may assist Human Resource personnel in improving the administration of career progression by identifying areas where teachers require

additional guidance and support. The study may also contribute to ensuring that promotion processes remain transparent, competency-based, and aligned with existing DepEd policies.

Future Researchers. The findings of this study may serve as a valuable reference for future researchers who intend to conduct similar studies on teacher career progression, policy implementation, educational leadership, and professional development. The study may also provide a basis for further investigations involving other educational settings, additional variables, or more advanced research designs.

Research Methodology

This study employed a descriptive-correlational research design utilizing a quantitative approach. The descriptive method was considered appropriate because the study sought to determine the extent of implementation fidelity of the Expanded Career Progression System (ECPS) by school heads and the level of teachers' readiness for career progression in selected public elementary schools. The quantitative approach enabled the researchers to gather measurable data through a structured survey questionnaire administered to school heads and teachers. The responses were analyzed using appropriate statistical tools to describe the variables and examine their relationships.

The descriptive component of the study focused on determining the implementation fidelity of the Expanded Career Progression System in terms of policy dissemination, orientation and capacity building, policy interpretation and compliance, assessment and evaluation process, monitoring and feedback, and fairness and transparency. Likewise, it assessed teachers' readiness in terms of policy awareness, qualification readiness, documentary readiness, PPST competency readiness, professional development readiness, and application readiness. This approach provided a description of the implementation of the ECPS and the preparedness of teachers for career progression.

The correlational component of the study was intended to determine whether a significant relationship existed between the implementation fidelity of the Expanded Career Progression System by school heads and teachers' readiness for career progression. Furthermore, the study sought to identify which dimensions of implementation fidelity significantly predicted teachers' readiness through appropriate inferential statistical techniques. The findings served as the basis for proposing a Career Progression Implementation Support Framework designed to strengthen ECPS implementation and enhance teachers' readiness for career advancement in public elementary schools.

Flow of the study

This study followed the Input–Throughput–Output (ITO) Model to illustrate the systematic flow of the research process. The model provided a framework showing how the essential inputs were processed through appropriate research procedures to generate the intended output of the study.

The input of the study consisted of the variables and information necessary to achieve the research objectives. These included the profiles of the respondents. For school heads, the profile covered age, sex, current position, years of administrative experience, highest educational attainment, and relevant trainings attended on the Expanded Career Progression System. For teachers, the profile included age, sex, teaching position, years in service, and highest educational attainment.

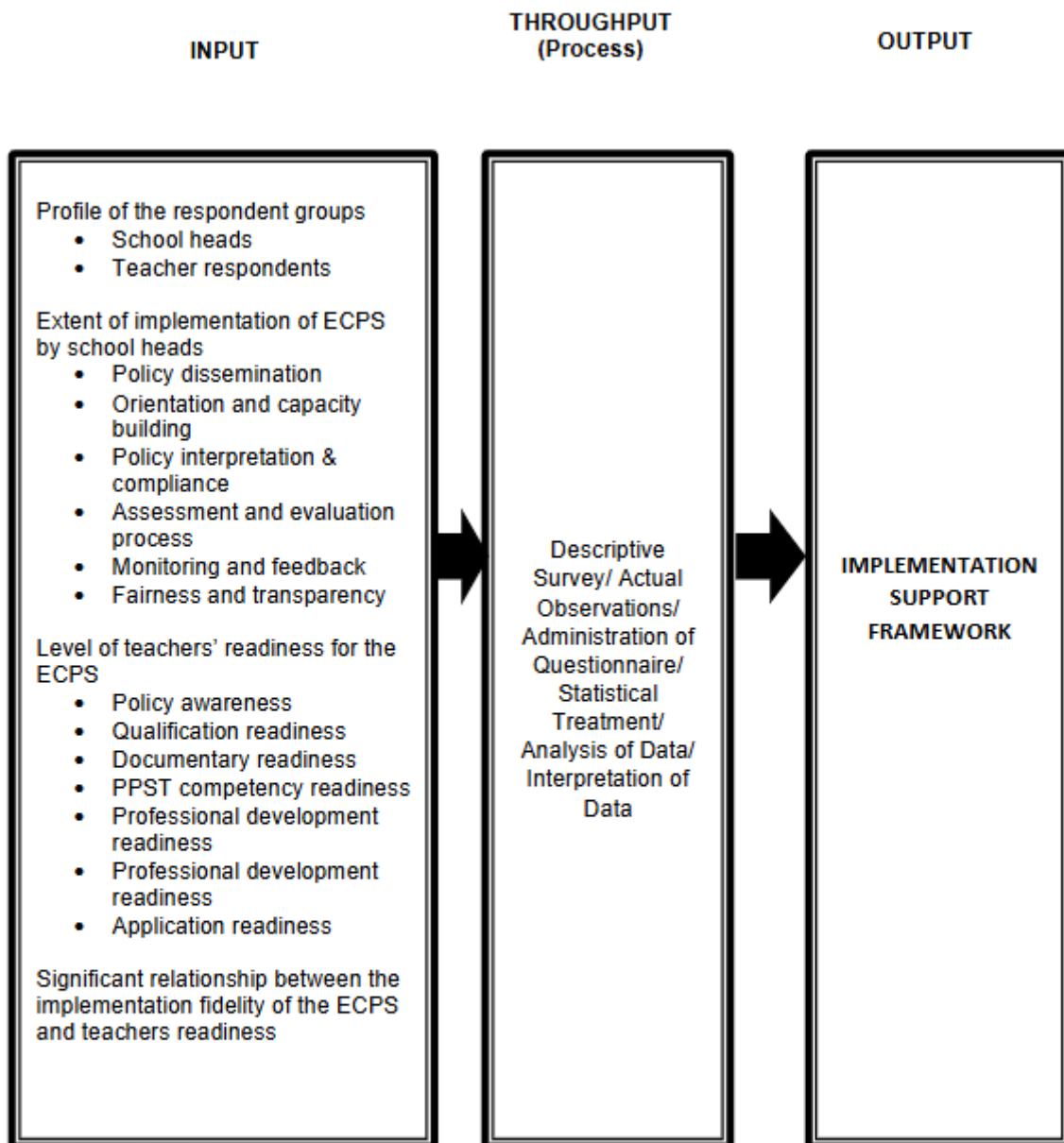


Figure 2.
The Flow of the Study

The throughput of the study involved the procedures undertaken in conducting the research. These included the preparation and validation of the research instrument, securing approval from the concerned authorities, and administering the survey questionnaires to the selected school heads and teachers. After retrieving the accomplished questionnaires, the gathered data were organized, encoded, tabulated, analyzed, and interpreted using appropriate statistical tools. Frequency, percentage, and weighted mean were employed to describe the respondents' profiles, determine the extent of implementation fidelity, and assess teachers' readiness. Pearson Product-Moment Correlation and Multiple Linear Regression Analysis were also identified as inferential statistical tools for examining the relationship between the variables and determining which dimensions of implementation fidelity significantly predicted teachers' readiness for the Expanded Career Progression System.

The output of the study was the proposed Career Progression Implementation Support Framework. The framework was developed based on the identified findings and provided strategic recommendations to strengthen the implementation of the Expanded Career Progression System through enhanced policy dissemination, capacity-building activities, monitoring mechanisms, technical assistance, and teacher support initiatives. It was designed to serve as a practical guide for school heads and education leaders in improving ECPS implementation and enhancing teachers' readiness for career advancement in public elementary schools.

Environment of the Study

This study was conducted in five (5) selected public elementary schools in the Municipality of Asturias, Province of Cebu, namely: Ipil Central Elementary School, Can-adieng Elementary School, Camp Downes Elementary School, Lorenzo Y. Palou Elementary School, and Macabug Elementary School. These schools operate under the Schools Division of Cebu Province and implement the policies, programs, and initiatives of the Department of Education (DepEd), including the Expanded Career Progression (ECP) System for public school teachers.

The Municipality of Asturias is a first-class municipality situated in the northwestern part of Cebu Province. It is composed of both urban and rural barangays, with public elementary schools serving diverse learner populations from various socioeconomic backgrounds. The selected schools differ in terms of school size, teacher population, and available resources, yet they share the common responsibility of delivering quality basic education and implementing DepEd policies and programs that promote teachers' professional growth and instructional excellence.

Ipil Central Elementary School is one of the central schools in the municipality, serving a relatively large population of learners and teachers. As a central school, it provides various educational services and serves as a venue for district-level academic and professional development activities. The school actively participates in the implementation of national and regional DepEd programs, including initiatives that strengthen teacher competency and career advancement.



Figure 3.
Research Location

Can-adieng Elementary School is a public elementary school situated in one of the barangays of Asturias. The school continuously implements programs that enhance instructional quality while supporting teachers in meeting professional standards and competency requirements. School administrators and teachers work collaboratively in implementing educational reforms and ensuring compliance with DepEd policies.

Camp Downes Elementary School serves learners within its catchment community and remains committed to providing accessible and quality basic education. The school promotes continuous professional development among its teaching personnel through Learning Action Cells (LAC), in-service training, and participation in division- and district-sponsored capacity-building activities. These initiatives contribute to teachers' preparedness for various professional advancement opportunities, including the Expanded Career Progression System.

Lorenzo Y. Palou Elementary School is another public elementary school included in this study. The school is managed by a school head who supervises instructional programs and ensures the effective implementation of DepEd policies at the school level. Teachers are encouraged to engage in continuous professional learning and prepare for career advancement through compliance with professional standards and participation in relevant development programs.

Macabug Elementary School provides quality elementary education to learners within its community while fostering a culture of continuous improvement among its teaching personnel. The school supports teachers through instructional supervision, mentoring, and professional development activities that are aligned with the goals of the Department of Education. Such initiatives are essential in preparing teachers for the requirements of the Expanded Career Progression System.

These schools were purposively selected because they have actively implemented the Expanded Career Progression System through the leadership of their respective school heads and have teaching personnel who are potential applicants for career progression under the revised DepEd guidelines. As implementers of the policy, school heads play a critical role in disseminating guidelines, conducting orientations, providing technical assistance, monitoring compliance, and supporting teachers throughout the career progression process. Meanwhile, teachers serve as the primary beneficiaries whose readiness to comply with the policy requirements is crucial to the successful implementation of the system.

The selected schools therefore provided an appropriate setting for examining the implementation fidelity of the Expanded Career Progression System by school heads and the readiness of teachers for career progression. The findings of the study are expected to provide valuable insights into school-level implementation practices and serve as the basis for developing a Career Progression Implementation Support Framework that may strengthen the implementation of the Expanded Career Progression System in public elementary schools.

Respondents

The respondents of this study consisted of school heads and teachers from selected public elementary schools in the Municipality of Asturias, Cebu. Specifically, the study was conducted in Ipil Central Elementary School, Can-adieng Elementary School, Camp Downes Elementary School, Lorenzo Y. Palou Elementary School, and Macabug Elementary School. These schools were selected because they were implementing the Expanded Career Progression System (ECPS), making them appropriate settings for examining its implementation fidelity and teachers' readiness for career progression.

A total of 110 respondents, composed of 10 school heads and 100 teachers, participated in the study. The school heads provided information regarding the implementation fidelity of the Expanded Career Progression System in terms of policy dissemination, orientation and capacity building, policy interpretation and compliance, assessment and evaluation process, monitoring and feedback, and fairness and transparency. Meanwhile, the teachers assessed their level of readiness for the Expanded Career Progression System in terms of policy awareness, qualification readiness, documentary readiness, PPST competency readiness, professional development readiness, and application readiness.

Table 1 presents the distribution of the respondents from the five selected public elementary schools.

Table 1
Distribution of the Respondents

(n=110)

Schools	School Heads	Teachers	Total Respondents	Percentage
Ipil Central ES	2	20	22	20.00%
Can-adieng ES	2	20	22	20.00%
Camp Downes ES	2	20	22	20.00%
Lorenzo Y. Palou ES	2	20	22	20.00%
Macabug ES	2	20	22	20.00%
Total	10	100	110	100%

Research Instrument

The questionnaire used in this study was developed based on two primary sources: (1) selected items adapted from existing studies on educational policy implementation, teacher professional development, implementation fidelity, and career progression; and (2) indicators derived from Executive Order No. 174, s. 2022, DepEd Order No. 024, s. 2025, as amended by DepEd Order No. 034, s. 2025, and other Department of Education issuances related to the implementation of the Expanded Career Progression System (ECPS). The researchers also developed original questionnaire items to ensure that the instrument was aligned with the objectives of the study and the context of the selected public elementary schools.

The survey questionnaire was designed to be simple, clear, and answerable within approximately 10–15 minutes. The instrument was divided into four (4) parts.

Part I: Profile of the Respondents. This section gathered the demographic profiles of the respondents. For school heads, it included age, sex, current position, years of administrative experience, highest educational attainment, and relevant trainings attended on the Expanded Career Progression System. For teachers, it included age, sex, teaching position, years in service, highest educational attainment, and career stage. The information gathered was used to describe the characteristics of the respondents.

Part II: Implementation Fidelity of the Expanded Career Progression System. This section was answered by the school heads and determined the extent to which the Expanded Career Progression System was implemented in their respective schools. It assessed implementation fidelity in terms of policy dissemination, orientation and capacity building, policy interpretation and compliance, assessment and evaluation process, monitoring and feedback, and fairness and transparency. The responses provided information on how faithfully the provisions of the ECPS were implemented at the school level.

Part III: Teachers' Readiness for the Expanded Career Progression System. This section was answered by the teacher-respondents and measured their level of readiness for the Expanded Career Progression System. Specifically, it assessed teachers' readiness in terms of policy awareness, qualification readiness, documentary readiness, PPST competency readiness, professional development readiness, and application readiness. The responses provided information on the extent to which teachers were prepared to meet the competency and qualification requirements for career advancement.

Part IV: Recommendations for the Improvement of the Expanded Career Progression System. This section gathered the respondents' recommendations and suggestions for strengthening the implementation of the Expanded Career Progression System in public elementary schools. Their insights and experiences served as valuable inputs in developing the proposed Career Progression Implementation Support Framework, which was designed to enhance policy implementation, strengthen teacher support mechanisms, and improve teachers' readiness for career progression.

Data Gathering

Research Preparation. The researchers formally sought permission from the school heads of the selected public elementary schools, namely Ipil Central Elementary School, Can-adieng Elementary School, Camp Downes Elementary School, Lorenzo Y. Palou Elementary School, and Macabug Elementary School in the Municipality of Asturias, Cebu, to conduct the study. Upon approval, the researchers coordinated with the school heads and teachers regarding the schedule for the administration of the survey questionnaire.

The researchers explained the purpose and objectives of the study, as well as the procedures for answering the questionnaire. The respondents were informed that their participation was voluntary and that all information gathered would be treated with strict confidentiality and used solely for academic and research purposes. The researchers likewise ensured compliance with the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, to protect the privacy and confidentiality of the respondents.

Research Instrument Administration. Prior to the administration of the questionnaire, the researchers conducted a brief orientation to explain the significance of the study and provide instructions on how to accomplish the instrument. The respondents were also given the opportunity to ask questions for clarification before answering the questionnaire.

The survey questionnaires were then distributed to the selected school heads and teachers. School heads answered the section on the implementation fidelity of the Expanded Career Progression System (ECPS), while teachers answered the section on their readiness for the Expanded Career Progression System. After the respondents completed the questionnaires, the researchers retrieved the accomplished instruments and reviewed them to ensure the completeness and consistency of the responses. When necessary, follow-up clarifications were conducted to verify incomplete or unclear responses.

The collected data were then organized, encoded, and prepared for statistical analysis to answer the research questions and serve as the basis for developing the proposed Career Progression Implementation Support Framework.

Statistical Treatment of Data

Frequency and Simple Percentage. Frequency counts and simple percentages were used to describe the profiles of the respondents. These statistical tools determined the demographic and professional characteristics of the school heads and teachers, including age, sex, current position or teaching position, years of administrative experience or years in service, highest educational attainment, career stage, and relevant trainings attended on the Expanded Career Progression System (ECPS).

Weighted Mean. The weighted mean was used to determine the extent of implementation fidelity of the Expanded Career Progression System by school heads in terms of policy dissemination, orientation and capacity building, policy interpretation and compliance, assessment and evaluation process, monitoring and feedback, and fairness and transparency. It was likewise used to determine the level of teachers' readiness for the Expanded Career Progression System in terms of policy awareness, qualification readiness, documentary readiness, PPST competency readiness, professional development readiness, and application readiness.

Standard Deviation. The standard deviation was computed together with the weighted mean to determine the consistency or variability of the respondents' responses. A lower standard deviation indicated greater consistency in the responses, while a higher standard deviation indicated greater variability among the respondents' perceptions.

Pearson Product-Moment Correlation Coefficient (Pearson r). The Pearson Product-Moment Correlation Coefficient was used to determine whether a significant relationship existed between the implementation fidelity of the Expanded Career Progression System by school heads and teachers' readiness for the Expanded Career Progression System.

Multiple Linear Regression Analysis. Multiple Linear Regression Analysis was employed to determine which dimensions of the implementation fidelity of the Expanded Career Progression System significantly predicted teachers' readiness for career progression. This statistical technique was intended to identify the implementation fidelity dimensions that explained variations in teachers' readiness and determine their relative contributions to the dependent variable.

Scoring Procedure

To accurately interpret and analyze the responses of the respondents, the study utilized a five-point Likert scale. The scale was used to determine the extent of implementation fidelity of the Expanded Career Progression System (ECPS) by school heads and the level of teachers' readiness for the Expanded Career

Progression System. The weighted mean for each indicator and dimension was computed and interpreted using the corresponding scale ranges and verbal descriptions.

For assessing the implementation fidelity of the Expanded Career Progression System (ECPS) by school heads, the following scale was used:

Weight	Scale	Category	Verbal Description
5	4.21 – 5.00	Very High Implementation Fidelity	The Expanded Career Progression System is consistently and faithfully implemented in accordance with DepEd policies through effective policy dissemination, capacity building, monitoring, evaluation, and transparent implementation practices.
4	3.41 – 4.20	High Implementation Fidelity	The Expanded Career Progression System is generally implemented in accordance with established guidelines, although minor improvements may be needed in some implementation areas.
3	2.61 – 3.40	Moderate Implementation Fidelity	The Expanded Career Progression System is implemented to a moderate extent but lacks consistency in some aspects of policy implementation and support mechanisms.
2	1.81 – 2.60	Low Implementation Fidelity	The Expanded Career Progression System is implemented to a limited extent, with several implementation components requiring improvement.
1	1.00 – 1.80	Very Low Implementation Fidelity	The Expanded Career Progression System is poorly implemented and does not consistently adhere to the prescribed DepEd guidelines and implementation procedures.

For assessing the level of Teachers' Readiness for the Expanded Career Progression System, the following scale was used:

Weight	Scale	Category	Verbal Description
5	4.21 – 5.00	Very High Readiness	Teachers are fully prepared for the Expanded Career Progression System and demonstrate strong awareness, qualifications, competencies, documentary preparedness, professional development, and readiness to apply for career advancement.
4	3.41 – 4.20	High Readiness	Teachers are generally prepared for the Expanded Career Progression System, with only minor areas requiring further development before career advancement.

3	2.61 – 3.40	Moderate Readiness	Teachers demonstrate moderate readiness but require additional preparation in certain competency or documentary requirements for career progression.
2	1.81 – 2.60	Low Readiness	Teachers have limited preparation for the Expanded Career Progression System and require substantial support to meet the necessary requirements.
1	1.00 – 1.80	Very Low Readiness	Teachers are not adequately prepared for the Expanded Career Progression System and require extensive orientation, capacity building, and professional support before pursuing career advancement.

Definition of Terms

To facilitate a clearer understanding of the concepts used in this study, the following terms are defined conceptually and operationally.

Application Readiness – refers to the teachers' preparedness to apply for career progression by ensuring that they have completed the required qualifications, competencies, and documentary requirements prescribed under the Expanded Career Progression System.

Assessment and Evaluation Process – refers to the procedures employed by school heads to assess, validate, and evaluate teachers' qualifications, competencies, and documentary requirements in accordance with the guidelines of the Expanded Career Progression System.

Career Progression Implementation Support Framework – refers to the proposed output of this study consisting of strategies and support mechanisms designed to strengthen the implementation of the Expanded Career Progression System and enhance teachers' readiness for career advancement.

Career Stage – refers to the classification of teachers based on the Philippine Professional Standards for Teachers (PPST), reflecting their level of professional competence and career development.

Documentary Readiness – refers to the extent to which teachers have prepared and organized the required documents, portfolios, and supporting evidence needed for career progression under the Expanded Career Progression System.

Expanded Career Progression (ECP) System – refers to the competency-based career advancement system institutionalized through Executive Order No. 174, s. 2022 and implemented by the Department of Education through DepEd Order No. 024, s. 2025, as amended by DepEd Order No. 034, s. 2025. In this study, it refers to the policy that provides teachers with structured career pathways based on qualifications, competencies, performance, and professional development.

Fairness and Transparency – refers to the extent to which the implementation of the Expanded Career Progression System is conducted objectively, consistently, and equitably, ensuring that all teachers are provided equal opportunities and are informed of the evaluation procedures and results.

Implementation Fidelity – refers to the degree to which school heads faithfully implement the provisions and guidelines of the Expanded Career Progression System as prescribed by the Department of Education. In this study, it is measured in terms of policy dissemination, orientation and capacity building,

policy interpretation and compliance, assessment and evaluation process, monitoring and feedback, and fairness and transparency.

Monitoring and Feedback – refers to the continuous supervision, monitoring, and provision of constructive feedback by school heads to ensure the effective implementation of the Expanded Career Progression System and to assist teachers in meeting career progression requirements.

Orientation and Capacity Building – refers to the activities conducted by school heads to increase teachers' understanding of the Expanded Career Progression System through orientations, seminars, training programs, coaching, and technical assistance.

Policy Awareness – refers to the extent to which teachers understand the objectives, policies, guidelines, qualification standards, and procedures of the Expanded Career Progression System.

Policy Dissemination – refers to the process of communicating and distributing information regarding the policies, guidelines, procedures, and requirements of the Expanded Career Progression System to teachers and other stakeholders.

Policy Interpretation and Compliance – refers to the ability of school heads to correctly interpret the provisions of the Expanded Career Progression System and ensure that its implementation complies with existing DepEd policies and guidelines.

PPST Competency Readiness – refers to the preparedness of teachers to demonstrate the competencies and career-stage indicators required under the Philippine Professional Standards for Teachers (PPST) for career progression.

Professional Development Readiness – refers to the willingness and preparedness of teachers to participate in learning and development opportunities that enhance their professional competencies and support career advancement.

Qualification Readiness – refers to the extent to which teachers possess the educational qualifications, training, experience, and competencies required for career progression under the Expanded Career Progression System.

School Heads – refer to the principals and head teachers of the selected public elementary schools who are responsible for implementing the Expanded Career Progression System and who served as respondents in this study.

Teachers' Readiness for the Expanded Career Progression System – refers to the degree of preparedness of teachers to meet the competency, qualification, documentary, and professional development requirements for career advancement. In this study, it is measured in terms of policy awareness, qualification readiness, documentary readiness, PPST competency readiness, professional development readiness, and application readiness.

Teacher-Respondents – refer to the public elementary school teachers from the selected schools who participated in the study by answering the survey questionnaire regarding their readiness for the Expanded Career Progression System.

2. Presentation, Data Analysis and Interpretation

This chapter presents, analyzes, and interprets the data gathered from the school heads and teacher-respondents regarding the implementation fidelity of the Expanded Career Progression System (ECPS) by school heads and the level of teachers' readiness for career progression in selected public elementary schools in the Municipality of Asturias, Cebu, during the Academic Year 2026–2027. The presentation of findings follows the sequence of the Statement of the Problem to ensure a systematic discussion of the respondents' profiles, implementation fidelity, teachers' readiness, and the relationship between the study variables. Statistical tables are presented with corresponding analyses and interpretations to explain the findings and their implications. The results of the study serve as the basis for the proposed Career Progression Implementation Support Framework.

Profile of The Respondents

This section presents the profile of the respondents in terms of their demographic and professional characteristics. For school heads, these include age, sex, current position, years of administrative experience, highest educational attainment, and relevant trainings attended. These data provide an overview of the respondents involved in the study.

Age. Presented in this section is the age profile of the school heads and teacher-respondents from the selected public elementary schools in the Municipality of Asturias, Cebu. The respondents are classified according to age brackets based on their actual distribution. The data provide a demographic description of the respondents who participated in the study and are presented in Table 2.

Table 2
Age Profile of the School Head-Respondents

(n=10)

Age (Years)	Frequency (f)	Percentage (%)
20–30	0	0.00
31–40	1	10.00
41–50	4	40.00
51 - 60	4	40.00
61 years old and above	1	10.00
Total	10	100.00

As shown in Table 2, the largest proportions of the school head-respondents belonged to the 41–50 and 51–60 years old age groups, with 4 respondents (40.00%) in each category. These were followed by those aged 31–40 years and 61 years old and above, with 1 respondent (10.00%) each. No school head-respondent belonged to the 20–30 years old age group.

The findings indicate that most of the school head-respondents were within the 41–60 age range. This suggests that the school heads involved in the study are generally at a mature stage of their professional careers. In the context of the Expanded Career Progression System, their professional maturity may provide them with substantial exposure to personnel management, teacher development, promotion processes, and the implementation of DepEd policies. Such experience is particularly relevant to their role in disseminating, interpreting, monitoring, and ensuring the fair implementation of the ECPS in their respective schools.

This is consistent with the study's framework, which recognizes school heads as key implementers of the ECPS at the school level, particularly in policy dissemination, orientation and capacity building, policy interpretation and compliance, assessment and evaluation, monitoring and feedback, and fairness and transparency.

Gender. Presented in this section is the sex profile of the school head-respondents from the selected public elementary schools in Asturias, Cebu. The data describe the distribution of the respondents according to sex and are presented in Table 3.

Gender Profile of the School Head-Respondents

(n=10)

Gender	Frequency (f)	Percentage (%)
Female	7	70.00
Male	3	30.00
Total	10	100.00

As shown in Table 3, the majority of the school head-respondents were female, with 7 respondents (70.00%), while 3 respondents (30.00%) were male. The findings indicate that women comprised a greater proportion of the school leadership positions represented in the study.

A similar pattern was reported by Semblante and Sambo (2025) in their study of school heads in the Division of Iligan City, where an overwhelming majority of the respondents were female. Likewise, Brooks (2024), in their Philippine study involving 93 principals in Region X, reported that 65 were women and 28 were men. These findings show that female school leaders constitute a substantial proportion of school administrators in the contexts examined. Philippine EJournals

In relation to the present study, however, gender is primarily treated as a descriptive characteristic and should not by itself be interpreted as determining the ability of school heads to implement the Expanded Career Progression System. A 2024 study on school-head leadership practices found that sex, along with several other profile variables, did not significantly influence leadership styles.

Position. Presented in this section is the current position profile of the school head-respondents from the selected public elementary schools in Asturias, Cebu. The data show the administrative positions currently held by the respondents and are presented in Table 4.

Table 4
Position of the School Head-Respondents

(n=10)

Position	Frequency (f)	Percentage (%)
Head Teacher I	2	20.00
Head Teacher II	1	10.00
Head Teacher III	2	20.00
Principal I	2	20.00
Principal II	2	20.00
Principal III	1	10.00
Principal IV	0	0.00
Total	10	100.00

As reflected in Table 4, Head Teacher I, Head Teacher III, Principal I, and Principal II each accounted for 2 respondents (20.00%). Meanwhile, Head Teacher II and Principal III each had 1 respondent (10.00%). None of the respondents occupied the position of Principal IV.

The findings indicate that the school head-respondents occupy varying levels of administrative positions. This diversity is relevant to the present study because their positions entail responsibilities related to school leadership, personnel development, policy implementation, monitoring, and the provision of support to teachers. In the context of the ECPS, school heads have an important role in ensuring that teachers understand career progression policies and receive appropriate guidance in meeting the requirements for advancement.

This is particularly relevant under DepEd Order No. 024, s. 2025, which provides for capacity building to support the implementation of the Expanded Career Progression System. The policy directs the concerned DepEd offices to orient teachers and school heads on the salient features of the system and provide professional development interventions that prepare personnel for career advancement. Department of Education Philippines

Recent research also emphasizes the importance of the school-head role in policy implementation. Brooks and Brooks (2024) found in their Philippine study that principals play a central role in interpreting and implementing educational policies at the school level, with implementation shaped by leadership and the local school context. Sage Journals.

Years of Administrative Experience. Presented in this section is the profile of the school head-respondents in terms of years of administrative experience. The respondents are classified according to the length of time they have served in administrative or school leadership positions. The data are presented in Table 5.

Table 5
Years of Administrative Experience of the School Head-Respondents (n=10)

Years of Administrative Experience	Frequency (f)	Percentage (%)
1–5 years	3	30.00
6–10 years	4	40.00
11–15 years	2	20.00
16 years and above	1	10.00
Total	10	100.00

As shown in Table 5, the largest proportion of the school head-respondents had 6–10 years of administrative experience, comprising 4 respondents (40.00%). This was followed by those with 1–5 years of experience, with 3 respondents (30.00%). Two respondents (20.00%) had 11–15 years of administrative experience, while 1 respondent (10.00%) had served for 16 years or more.

The findings indicate that most of the respondents have already accumulated several years of administrative experience. Such experience may provide school heads with greater exposure to school operations, personnel management, policy implementation, teacher development, and monitoring processes. These experiences are relevant to ECPS implementation because school heads are expected to communicate policies, provide guidance and technical assistance, and monitor implementation at the school level.

A recent Philippine study by Uraba (2026) found a significant relationship between school heads' administrative experience and their competency in Leading Others. The study suggests that administrative experience can be relevant to the development of leadership competencies needed in managing personnel and organizational responsibilities. IJERIP

Similarly, Brooks and Brooks (2024) emphasized that school principals' implementation of education policies is influenced by individual and contextual factors. Their Philippine study involved principals with administrative experience ranging from 1 to 41 years, illustrating the considerable variation in experience among those responsible for translating education policies into school-level practice.

Highest Educational Attainment. Presented in this section is the highest educational attainment of the school head-respondents from the selected public elementary schools in Asturias, Cebu. The data describe the respondents' academic qualifications and are presented in Table 6.

Table 6
Highest Educational Attainment of the School Head-Respondents

(n=10)

Highest Educational Attainment	Frequency (f)	Percentage (%)
Bachelor's Degree	0	0.00
With Master's Units	2	20.00
Master's Degree	4	40.00
With Doctoral Units	3	30.00
Doctorate Degree	1	10.00
Total	10	100.00

As presented in Table 6, the largest proportion of the school head-respondents were master's degree holders, with 4 respondents (40.00%). This was followed by 3 respondents (30.00%) with doctoral units and 2 respondents (20.00%) with master's units. One respondent (10.00%) had completed a doctorate degree, while none reported a bachelor's degree as the highest educational attainment.

The findings show that the school head-respondents generally possess advanced academic preparation beyond the bachelor's degree. This indicates continued engagement in graduate education and professional growth among the respondents. Such academic preparation may provide additional knowledge and competencies relevant to educational leadership, personnel management, policy interpretation, and decision-making, which are important in supporting the implementation of the ECPS.

This pattern is comparable with the findings of Semblante and Sambo (2025), whose study of school heads in Iligan City reported respondents across advanced levels of educational attainment while examining their behavioral and leadership competencies. Philippine EJournals A 2025 study by Caritativo and Fernandez likewise emphasized the instructional and administrative competencies required of school leaders in Philippine elementary schools. RSIS International

More broadly, Arambala's (2025) systematic review of 30 studies published from 2020 to 2024 identified strategic leadership, professional development, organizational and human-resource management, instructional leadership, and change leadership among the major competencies required of contemporary school heads. These competencies are particularly relevant to school heads tasked with supporting teachers under career progression reforms. EPRA Publishing.

Relevant Trainings Attended. Presented in this section is the profile of the school head-respondents in terms of relevant trainings attended, particularly professional development activities related to school leadership, career progression, policy implementation, and personnel development. The data are presented in Table 7.

Table 7
Relevant Trainings Attended of the School Head-Respondents

(n=10)

Relevant Trainings Attended	Frequency (f)	Percentage (%)
None	1	10.00
1–2 trainings	3	30.00
3–5 trainings	4	40.00
More than 5 trainings	2	20.00
Total	10	100.00

As shown in Table 7, the largest proportion of the school head-respondents had attended 3–5 relevant trainings, comprising 4 respondents (40.00%). This was followed by 3 respondents (30.00%) who had attended 1–2 trainings and 2 respondents (20.00%) who had attended more than five trainings. Only 1 respondent (10.00%) reported having attended no relevant training.

The findings indicate that the majority of the school heads had participated in professional development activities relevant to their leadership responsibilities. Their exposure to training may strengthen their understanding of educational policies, personnel management, monitoring, coaching, and professional development. In relation to the ECPS, relevant capacity-building activities are particularly important because school heads are expected to communicate and interpret the policy, assist teachers, and facilitate its consistent implementation.

This interpretation is strongly supported by DepEd Order No. 024, s. 2025, which specifically provides that school heads and teachers should be oriented on the salient features and relevant details of the Expanded Career Progression System. The policy also assigns NEAP a role in providing continuing professional development to prepare teachers and school heads for future career advancement. Department of Education Philippines

The Department of Education's recent professional development initiatives also demonstrate this emphasis on school-head capacity building. Its Capability Enhancement Training on Innovative Leadership and Management for School Leaders is aligned with the Philippine Professional Standards for School Heads and develops competencies in strategic leadership, planning, monitoring, and responding to institutional challenges. Department of Education Philippines

More importantly, Uraba (2026) found that trainings attended by school heads were significantly associated with their competency in Leading the Organization. This provides recent empirical support for the importance of sustained professional development in strengthening the leadership capacities needed to implement school policies and programs.

Profile of The Respondents

This section presents the profile of the respondents in terms of their demographic and professional characteristics. For teachers, the profile includes age, sex, teaching position, years in service, highest

educational attainment, and career stage. These data provide an overview of the respondents involved in the study.

Age. Presented in this section is the age profile of the teacher-respondents from the selected public elementary schools in Asturias, Cebu. The respondents are classified according to age brackets based on their distribution. The data provide a demographic description of the teachers who participated in the study and are presented in Table 8.

Table 8
Age Profile of the Teacher-Respondents

(n=100)

Age (Years)	Frequency (f)	Percentage (%)
20–30	18	18.00
31–40	35	35.00
41–50	29	29.00
51–60	16	16.00
61 years old and above	2	2.00
Total	100	100.00

As shown in Table 8, the largest proportion of the teacher-respondents belonged to the 31–40 years old age group, with 35 respondents (35.00%). This was followed by those aged 41–50 years, comprising 29 respondents (29.00%). Meanwhile, 18 respondents (18.00%) were within the 20–30 age bracket, 16 respondents (16.00%) were aged 51–60 years, and only 2 respondents (2.00%) were 61 years old and above.

The findings indicate that most of the teacher-respondents were within the 31–50 age range, suggesting that a substantial portion of the respondents are in the established years of their teaching careers. In relation to the Expanded Career Progression System (ECPS), this age distribution is relevant because teachers at different points in their careers may differ in professional experiences, qualifications, competencies, and preparation for career advancement. However, age alone should not be considered an indication of readiness for promotion.

This is consistent with the career progression framework established under DepEd Order No. 024, s. 2025, which emphasizes competency-based career advancement rather than advancement based simply on age or length of service. The system provides opportunities for teachers to progress based on established qualification standards and professional competencies. DepEd Order No. 024, s. 2025.

Age. Presented in this section is the gender profile of the teacher-respondents from the selected public elementary schools in Asturias, Cebu. The data describe the distribution of the respondents according to sex and are presented in Table 9.

Table 9
Gender Profile of the Teacher-Respondents

(n=100)

Sex	Frequency (f)	Percentage (%)
Female	78	78.00
Male	22	22.00
Total	100	100.00

As reflected in Table 9, the majority of the teacher-respondents were female, comprising 78 respondents (78.00%), while 22 respondents (22.00%) were male. The findings indicate that female teachers constituted a considerably larger proportion of the respondents in the selected schools.

The predominance of female respondents reflects the broader gender composition commonly observed in the Philippine basic education teaching workforce. In the context of the present study, however, sex is treated primarily as a demographic characteristic and should not be interpreted as determining a teacher's readiness for career progression. Readiness under the ECPS is more appropriately considered in relation to qualifications, competencies, documentary requirements, professional development, and preparedness to undergo the application and assessment process.

Recent Philippine education statistics likewise show that women constitute the majority of teachers in basic education. This demographic pattern provides context for the larger representation of female teacher-respondents in the present study. Philippine Statistics Authority.

Teaching Position. Presented in this section is the profile of the teacher-respondents in terms of their current teaching positions. The data provide an overview of the positions occupied by the respondents within the teaching career structure and are presented in Table 10.

Table 10
Teaching Position Profile of the Teacher-Respondents

(n=100)

Teaching Position	Frequency (f)	Percentage (%)
Teacher I	32	32.00
Teacher II	24	24.00
Teacher III	28	28.00
Master Teacher I	9	9.00
Master Teacher II	5	5.00
Master Teacher III	2	2.00
Master Teacher IV	0	0.00
Total	100	100.00

As shown in Table 10, the largest proportion of the teacher-respondents occupied the position of Teacher I, with 32 respondents (32.00%). This was followed by Teacher III with 28 respondents (28.00%) and Teacher II with 24 respondents (24.00%). Meanwhile, 9 respondents (9.00%) were Master Teacher I, 5 (5.00%) were Master Teacher II, and 2 (2.00%) were Master Teacher III. None of the respondents occupied the Master Teacher IV position.

The findings reveal that the majority of the respondents were within the Teacher I to Teacher III positions, while a smaller proportion occupied Master Teacher positions. This distribution is particularly relevant to the present study because the ECPS expands opportunities for teachers to advance through the teaching career line without necessarily transferring to school administration. Teachers occupying different positions may therefore have different career advancement opportunities and preparation needs.

The Expanded Career Progression System establishes an expanded career line for teachers and seeks to provide clearer opportunities for professional advancement based on qualifications, competencies, and performance. Thus, teachers' current positions provide important context for examining their readiness to pursue higher positions under the ECPS. DepEd Order No. 024, s. 2025.

Years in Service. Presented in this section is the profile of the teacher-respondents in terms of years in service. The respondents are classified according to the number of years they have served in the teaching profession. The data are presented in Table 11.

Table 11
Teaching Position Profile of the Teacher-Respondents

(n=100)

Years in Service	Frequency (f)	Percentage (%)
1–5 years	23	23.00
6–10 years	31	31.00
11–15 years	25	25.00
16 years and above	21	21.00
Total	100	100.00

As presented in Table 11, the largest proportion of the teacher-respondents had been in the service for 6–10 years, comprising 31 respondents (31.00%). This was followed by those with 11–15 years of service, with 25 respondents (25.00%), and those with 1–5 years, with 23 respondents (23.00%). Meanwhile, 21 respondents (21.00%) had been in the teaching service for 16 years or more.

The findings indicate that the respondents represent varying levels of teaching experience, although a considerable proportion have already accumulated more than five years of service. Their years in service may provide opportunities to develop professional competencies, participate in professional development activities, and accumulate experiences and documentary evidence relevant to career advancement. Nevertheless, longer service should not automatically be interpreted as greater readiness for the ECPS, since readiness also involves meeting established qualifications and competency requirements.

This interpretation is aligned with the ECPS, which moves career progression toward a more competency-based approach. Career advancement considers applicable qualification standards, professional standards, performance, and other prescribed requirements rather than relying solely on seniority. DepEd Order No. 024, s. 2025.

Highest Educational Attainment. Presented in this section is the highest educational attainment of the teacher-respondents from the selected public elementary schools in Asturias, Cebu. The data describe the respondents' academic preparation and pursuit of graduate education and are presented in Table 12.

Table 12
Highest Educational Attainment Profile of the Teacher-Respondents

(n=100)

Highest Educational Attainment	Frequency (f)	Percentage (%)
Bachelor's Degree	24	24.00
With Master's Units	38	38.00
Master's Degree	23	23.00
With Doctoral Units	11	11.00
Doctorate Degree	4	4.00
Total	100	100.00

As reflected in Table 12, the largest proportion of the teacher-respondents had master's degree units, comprising 38 respondents (38.00%). This was followed by 24 respondents (24.00%) whose highest educational attainment was a bachelor's degree and 23 respondents (23.00%) who had completed a master's degree. Moreover, 11 respondents (11.00%) had doctoral units, while 4 respondents (4.00%) had completed a doctorate degree.

The findings indicate that a substantial number of teacher-respondents had pursued graduate studies beyond their bachelor's degree. This suggests continuing efforts toward professional and academic development. Such preparation is relevant to the ECPS because educational qualifications form part of the requirements considered in determining eligibility and readiness for career advancement. However, educational attainment should be considered together with professional competencies, performance, training, experience, and other requirements prescribed for particular positions.

The importance of continuing professional development is reinforced in DepEd Order No. 024, s. 2025, which provides mechanisms for preparing teachers for career advancement and recognizes professional development as an important component of the implementation of the Expanded Career Progression System. DepEd Order No. 024, s. 2025.

Extent of Implementation Fidelity of the Expanded Career Progression System by School Heads

Policy Dissemination. Presented in this section is the extent of implementation fidelity of the Expanded Career Progression System by school heads in terms of policy dissemination. Policy dissemination is essential in ensuring that teachers are properly informed about the provisions, requirements, procedures, and updates concerning the ECPS. The school heads' assessment of their practices in communicating and providing access to relevant ECPS information is presented in Table 13.

Table 13

Implementation Fidelity of the Expanded Career Progression System in Terms of Dissemination (n=10)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. ECPS guidelines are disseminated to all teachers in a timely manner.	4.60	0.52	Very High
2. Teachers are informed about updates regarding the ECPS.	4.50	0.53	Very High

3. Official issuances related to ECPS are communicated effectively.	4.40	0.70	Very High
4. ECPS information is made easily accessible to teachers.	4.30	0.67	Very High
5. School meetings are conducted to discuss ECPS implementation.	4.20	0.79	High
Grand Mean	4.40	0.64	Very High

Table 13 presents the extent of implementation fidelity of the ECPS by school heads in terms of policy dissemination. The results revealed an overall grand mean of 4.40 with a standard deviation of 0.64, verbally interpreted as Very High Implementation Fidelity. This indicates that school heads consistently disseminate ECPS-related information and ensure that teachers are informed about the guidelines, updates, and official issuances concerning career progression.

Among the indicators, the timely dissemination of ECPS guidelines obtained the highest weighted mean of 4.60, while conducting school meetings to discuss ECPS implementation obtained the lowest weighted mean of 4.20. Although the latter was interpreted as High, the result suggests an area that may still be strengthened through more regular and structured school-level discussions on the implementation of the policy.

The findings emphasize the importance of clear and timely communication in the successful implementation of educational policies. In the context of the ECPS, effective policy dissemination enables teachers to understand career pathways, qualification requirements, procedures, and opportunities for professional advancement. This is consistent with the study's framework, which identifies policy dissemination as one of the major dimensions through which school heads facilitate faithful implementation of the ECPS.

Orientation and Capacity Building. Presented in this section is the extent of implementation fidelity of the ECPS by school heads in terms of orientation and capacity building. Orientation and capacity-building activities are important in developing teachers' understanding of the career progression system and preparing them to meet its requirements. The school heads' practices in providing orientation, technical assistance, coaching, mentoring, and opportunities for professional development are presented in Table 14.

Table 14
Implementation Fidelity of the Expanded Career Progression System in Terms of Orientation and Capacity Building

(n=10)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. Orientation programs regarding ECPS are regularly conducted.	4.20	0.79	High
2. Teachers are encouraged to attend ECPS-related trainings.	4.50	0.53	Very High
3. Technical assistance is provided to teachers regarding ECPS requirements.	4.30	0.67	Very High

4. Coaching and mentoring are conducted to support teachers' career progression.	4.10	0.74	High
5. Capacity-building activities prepare teachers for career progression.	4.40	0.70	Very High
Grand Mean	4.30	0.69	Very High

Table 14 presents the extent of implementation fidelity of the Expanded Career Progression System (ECPS) by school heads in terms of orientation and capacity building. The results show a grand mean of 4.30, with a standard deviation of 0.69, verbally interpreted as Very High Implementation Fidelity. This indicates that the school heads generally demonstrate consistent practices in providing orientation, training opportunities, technical assistance, and professional development support to teachers in relation to the ECPS.

Among the indicators, encouraging teachers to attend ECPS-related trainings obtained the highest weighted mean of 4.50, with a standard deviation of 0.53, interpreted as Very High. This was followed by conducting capacity-building activities to prepare teachers for career progression, with a weighted mean of 4.40 and a standard deviation of 0.70. Meanwhile, conducting coaching and mentoring activities obtained the lowest weighted mean of 4.10, with a standard deviation of 0.74, interpreted as High. These results suggest that while school heads place considerable emphasis on encouraging professional development, individualized coaching and mentoring may require further attention.

The findings highlight the importance of sustained professional development in preparing teachers for career advancement. Orientation and capacity-building activities provide opportunities for teachers to understand ECPS requirements, develop professional competencies, and prepare the necessary qualifications for promotion. This is consistent with DepEd Order No. 024, s. 2025, which provides for capacity-building and professional development interventions to support the implementation of the Expanded Career Progression System. Similarly, Darling-Hammond, Hyler, and Gardner (2017) emphasized that effective professional development incorporates collaboration, coaching, feedback, and sustained support to strengthen teachers' professional practice. These perspectives suggest that school heads should complement formal training opportunities with continuous mentoring and technical assistance to support teachers' readiness for career progression.

Policy Interpretation and Compliance. Presented in this section is the extent of implementation fidelity of the ECPS by school heads in terms of policy interpretation and compliance. Proper interpretation of policy provisions helps ensure that ECPS procedures are understood and implemented according to established DepEd standards. The school heads' practices concerning clarification, compliance, and adherence to prescribed procedures are presented in Table 15.

Table 15
Implementation Fidelity of the Expanded Career Progression System in Terms of Policy Interpretation and Compliance (N=10)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. ECPS policies are properly interpreted.	4.40	0.70	Very High
2. School implementation complies with DepEd guidelines.	4.60	0.52	Very High

3. Teachers receive clarification regarding policy provisions.	4.30	0.67	Very High
4. ECPS procedures follow prescribed standards.	4.50	0.53	Very High
5. Compliance with ECPS policies is regularly monitored.	4.20	0.79	High
Grand Mean	4.40	0.64	Very High

Table 15 presents the extent of implementation fidelity of the ECPS by school heads in terms of policy interpretation and compliance. The results reveal a grand mean of 4.40, with a standard deviation of 0.64, verbally interpreted as Very High Implementation Fidelity. This indicates that the school heads generally demonstrate consistent adherence to established ECPS guidelines and procedures in their respective schools.

Among the indicators, ensuring that school implementation complies with DepEd guidelines obtained the highest weighted mean of 4.60, with a standard deviation of 0.52, interpreted as Very High. This was followed by ensuring that ECPS procedures follow prescribed standards, with a weighted mean of 4.50 and a standard deviation of 0.53. Conversely, regularly monitoring compliance with ECPS policies obtained the lowest weighted mean of 4.20, with a standard deviation of 0.79, interpreted as High. The results suggest that school heads place considerable importance on following prescribed policies, although regular monitoring of compliance remains an area for improvement.

The findings emphasize that proper policy interpretation and consistent compliance are essential to the faithful implementation of educational reforms. School heads serve as important intermediaries in translating national policies into school-level practices. Honig and Hatch (2004) explained that school-level implementation involves interpreting and aligning external policy demands with organizational priorities and practices. Furthermore, DepEd Order No. 024, s. 2025, as amended by DepEd Order No. 034, s. 2025, provides the policy framework for implementing the Expanded Career Progression System. These issuances underscore the importance of following established procedures and requirements. Thus, school heads need to sustain accurate policy interpretation, provide clarification to teachers, and strengthen compliance monitoring to promote consistent implementation.

Assessment and Evaluation Process. Presented in this section is the extent of implementation fidelity of the Expanded Career Progression System (ECPS) by school heads in terms of assessment and evaluation process in the selected public elementary schools in Asturias, Cebu. Assessment and evaluation are essential in ensuring that teachers' qualifications, competencies, and documentary requirements are examined according to established standards. The school heads' practices in conducting objective and consistent assessment procedures are presented in Table 16.

Table 16
Implementation Fidelity of the Expanded Career Progression System in Terms of Assessment and Evaluation Process
(n=10)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. Assessment procedures are clearly explained to teachers.	4.30	0.67	Very High
2. Evaluation follows established criteria.	4.50	0.53	Very High
3. Teachers are informed of assessment results.	4.20	0.79	High
4. Documentary requirements are evaluated objectively.	4.40	0.70	Very High
5. Assessment procedures are consistently implemented.	4.30	0.67	Very High
Grand Mean	4.34	0.67	Very High

Table 16 presents the extent of implementation fidelity of the ECPS by school heads in terms of assessment and evaluation process. The results revealed an overall grand mean of 4.34, with a standard deviation of 0.67, verbally interpreted as Very High. This indicates that school heads generally demonstrate consistent implementation of assessment and evaluation procedures in accordance with established criteria and standards.

Among the indicators, evaluation following established criteria obtained the highest weighted mean of 4.50, with a standard deviation of 0.53, interpreted as Very High. This was followed by the objective evaluation of documentary requirements, with a weighted mean of 4.40. Meanwhile, informing teachers of assessment results obtained the lowest weighted mean of 4.20, with a standard deviation of 0.79, interpreted as High. The findings suggest that while school heads generally observe established evaluation procedures, communicating assessment results to teachers may still require improvement.

The findings emphasize that objective assessment and consistent evaluation procedures are essential in maintaining fairness and credibility in career progression. Clearly established criteria help ensure that teachers are evaluated according to their qualifications, competencies, and compliance with prescribed requirements. The Organisation for Economic Co-operation and Development (OECD, 2025) emphasized that teacher appraisal serves important developmental and accountability purposes, including identifying professional strengths and areas requiring improvement. Likewise, DepEd Order No. 024, s. 2025 provides guidelines for implementing the ECPS, including the requirements and procedures governing career advancement. These perspectives suggest that school heads should maintain objective assessment practices and strengthen communication of evaluation outcomes to promote transparency and teachers' confidence in the career progression process.

Monitoring and Feedback. Presented in this section is the extent of implementation fidelity of the Expanded Career Progression System (ECPS) by school heads in terms of assessment and evaluation process in the selected public elementary schools in Asturias, Cebu. Assessment and evaluation are essential in ensuring that teachers' qualifications, competencies, and documentary requirements are

examined according to established standards. The school heads' practices in conducting objective and consistent assessment procedures are presented in Table 16.

Table 17
Implementation Fidelity of the Expanded Career Progression System in Terms of Monitoring and Feedback
(n=10)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. ECPS implementation is regularly monitored.	4.20	0.79	High
2. Teachers receive constructive feedback.	4.40	0.70	Very High
3. Monitoring results are used for improvement.	4.30	0.67	Very High
4. Follow-up coaching is provided to teachers.	4.10	0.74	High
5. Monitoring ensures continuous implementation of the ECPS.	4.30	0.67	Very High
Grand Mean	4.26	0.71	Very High

Table 17 presents the extent of implementation fidelity of the ECPS by school heads in terms of monitoring and feedback. The results revealed an overall grand mean of 4.26, with a standard deviation of 0.71, verbally interpreted as Very High. This indicates that school heads generally demonstrate consistent monitoring and feedback practices intended to support the implementation of the ECPS.

Among the indicators, providing constructive feedback to teachers obtained the highest weighted mean of 4.40, with a standard deviation of 0.70, interpreted as Very High. This was followed by utilizing monitoring results for improvement and ensuring continuous ECPS implementation, both obtaining weighted means of 4.30. Meanwhile, providing follow-up coaching to teachers obtained the lowest weighted mean of 4.10, with a standard deviation of 0.74, interpreted as High. The findings suggest that while school heads regularly provide feedback and utilize monitoring results, follow-up coaching remains an area that may require additional attention.

The findings highlight that monitoring and feedback are essential in ensuring continuous improvement and sustained implementation of educational policies. Regular monitoring allows school heads to identify implementation concerns, while constructive feedback helps teachers recognize areas for professional improvement. Collin and Smith (2021) emphasized that effective professional development incorporates feedback, goal setting, and opportunities to apply and refine professional practices. Similarly, OECD (2025) recognized the developmental role of teacher appraisal in identifying professional learning needs and supporting improvement. These findings suggest that school heads should strengthen follow-up coaching and utilize monitoring results to provide targeted assistance that supports teachers' preparation for career advancement under the ECPS.

Fairness and Transparency. Presented in this section is the extent of implementation fidelity of the ECPS by school heads in terms of fairness and transparency. Fairness and transparency are essential in ensuring that career progression opportunities, assessment procedures, and decisions are based on

established qualifications and objective criteria. The school heads' practices in promoting equal opportunities, objective decision-making, and transparent evaluation processes are presented in Table 18.

Table 18
Implementation Fidelity of the Expanded Career Progression System in Terms of Fairness and Transparency
(n=10)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. ECPS implementation is fair.	4.50	0.53	Very High
2. Promotion opportunities are transparent.	4.40	0.70	Very High
3. Decisions are based on established criteria.	4.60	0.52	Very High
4. Equal opportunities are given to all qualified teachers.	4.50	0.53	Very High
5. Evaluation results are communicated objectively.	4.30	0.67	Very High
Grand Mean	4.46	0.59	Very High

Table 18 presents the extent of implementation fidelity of the ECPS by school heads in terms of fairness and transparency. The results revealed an overall grand mean of 4.46, with a standard deviation of 0.59, verbally interpreted as Very High. This indicates that school heads generally demonstrate consistent practices in ensuring fairness, transparency, and objectivity in implementing career progression policies.

Among the indicators, ensuring that decisions are based on established criteria obtained the highest weighted mean of 4.60, with a standard deviation of 0.52, interpreted as Very High. This was followed by ensuring fairness in ECPS implementation and providing equal opportunities to qualified teachers, both obtaining weighted means of 4.50. Meanwhile, communicating evaluation results objectively obtained the lowest weighted mean of 4.30, with a standard deviation of 0.67, although it remained within the Very High category. The findings suggest that school heads generally observe merit-based practices and equal opportunities in career progression, while communication of evaluation results may still be strengthened.

The findings emphasize that fairness and transparency are important in promoting teachers' trust and confidence in career progression processes. When decisions are based on established criteria and opportunities are communicated clearly, teachers can better understand the requirements and procedures governing professional advancement. Colquitt et al. (2001) established that perceptions of organizational justice are associated with important workplace attitudes and behaviors, including trust and organizational commitment. Although their research was not specific to the ECPS, its findings provide a theoretical basis for understanding the importance of fair procedures and transparent decision-making. Likewise, DepEd Order No. 024, s. 2025 establishes guidelines intended to support a structured and merit-based career progression system. These perspectives suggest that school heads should continue ensuring objective decision-making, equal opportunities, and transparent communication to strengthen the credibility and consistent implementation of the ECPS.

Level of Teachers' Readiness for The Expanded Career Progression System

This section presents the level of teachers' readiness for the Expanded Career Progression System (ECPS) in the selected public elementary schools in Asturias, Cebu. Teachers' readiness is assessed in terms of policy awareness, qualification readiness, documentary readiness, PPST competency readiness, professional development readiness, and application readiness. These dimensions determine the extent to which teachers are knowledgeable, qualified, professionally competent, and prepared to meet the requirements for career advancement. The findings provide insights into teachers' preparedness for the ECPS and identify areas requiring further support and professional development. The results are presented in the succeeding tables.

Policy Awareness. Presented in this section is the level of teachers' readiness for the Expanded Career Progression System (ECPS) in terms of policy awareness in the selected public elementary schools in Asturias, Cebu. Policy awareness is essential in ensuring that teachers understand the objectives, guidelines, qualification standards, and procedures governing career progression. The teacher-respondents' assessment is presented in Table 19.

Table 19
Level of Teachers' Readiness for The Expanded Career Progression System in Terms of Policy Awareness
(n=100)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I understand the objectives of the Expanded Career Progression System.	4.35	0.68	Very High
2. I am familiar with the policies and guidelines of the ECPS.	4.18	0.75	High
3. I understand the qualification standards required for promotion.	4.12	0.78	High
4. I know the procedures involved in career progression.	4.05	0.81	High
5. I stay updated on ECPS policies and guidelines.	4.20	0.73	High
Grand Mean	4.18		High

Table 19 presents the level of teachers' readiness for the ECPS in terms of policy awareness. The results revealed a grand mean of 4.18, verbally interpreted as High Readiness. Understanding the objectives of the ECPS obtained the highest weighted mean of 4.35, while knowledge of career progression procedures recorded the lowest mean of 4.05. The findings suggest that teachers generally understand the purpose of the ECPS but may require additional orientation on its specific procedures.

The findings emphasize the importance of policy awareness in preparing teachers for career advancement. Department of Education (2025), through DepEd Order No. 024, s. 2025, provides guidelines and capacity-building provisions to support the implementation of the ECPS. Clear dissemination of these guidelines may strengthen teachers' understanding of career progression requirements and procedures.

Qualification Readiness. Presented in this section is the level of teachers' readiness for the ECPS in terms of qualification readiness. Qualification readiness refers to teachers' perceived possession of the educational qualifications, teaching experience, and professional training required for career advancement. The teacher-respondents' assessment is presented in Table 20.

Table 20
Level of Teachers' Readiness for The Expanded Career Progression System in Terms of Policy Awareness
(n=100)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I possess the qualifications required for career progression.	4.10	0.79	High
2. My educational attainment meets the required standards.	4.25	0.72	Very High
3. I have sufficient teaching experience.	4.30	0.70	Very High
4. I have attended relevant trainings.	3.95	0.85	High
5. I believe I qualify for career advancement.	4.05	0.82	High
Grand Mean	4.13		High

Table 20 presents the level of teachers' readiness for the ECPS in terms of qualification readiness. The results revealed a grand mean of 4.13, verbally interpreted as High Readiness. Having sufficient teaching experience obtained the highest weighted mean of 4.30, while attendance at relevant trainings recorded the lowest mean of 3.95. The findings indicate that teachers generally perceive themselves as qualified for career advancement, although participation in relevant training activities may still require improvement.

The findings highlight the importance of meeting qualification standards in preparing for career progression. Department of Education (2025) established the guidelines for the ECPS, emphasizing applicable qualifications and professional competencies for career advancement. These requirements provide a basis for teachers to identify areas requiring further professional preparation.

Documentary Readiness. Presented in this section is the level of teachers' readiness for the ECPS in terms of documentary readiness. This dimension assesses teachers' preparedness in completing, organizing, and updating the documents required for career progression. The teacher-respondents' assessment is presented in Table 21.

Table 21
Level of Teachers' Readiness for The Expanded Career Progression System in Terms of Documentary Readiness (n=100)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. My required documents are complete.	3.95	0.83	High

2. My professional portfolio is updated.	3.88	0.87	High
3. I know the documentary requirements.	4.20	0.75	High
4. I can readily submit the required documents.	3.90	0.85	High
5. I regularly update my credentials.	4.12	0.78	High
Grand Mean	4.01		High

Table 21 presents the level of teachers' readiness for the ECPS in terms of documentary readiness. The results revealed a grand mean of 4.01, verbally interpreted as High Readiness. Knowledge of documentary requirements obtained the highest weighted mean of 4.20, while maintaining an updated professional portfolio recorded the lowest mean of 3.88. The findings suggest that teachers generally understand the documentary requirements but may need further assistance in organizing and updating their professional records.

The findings emphasize the importance of proper documentation in career advancement. Department of Education (2025), through DepEd Order No. 024, s. 2025, establishes the procedures and requirements for implementing the ECPS. This supports the need for teachers to maintain complete and updated professional records to facilitate their preparation for career progression.

PPST Competency Readiness. Presented in this section is the level of teachers' readiness for the ECPS in terms of PPST competency readiness. This dimension assesses teachers' understanding and demonstration of professional competencies aligned with the Philippine Professional Standards for Teachers. The teacher-respondents' assessment is presented in Table 22.

Table 22

Level of Teachers' Readiness for The Expanded Career Progression System in Terms of PPST Competency Readiness (n=100)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I understand the PPST indicators.	4.30	0.70	Very High
2. My teaching practices align with PPST standards.	4.35	0.68	Very High
3. I continuously improve my competencies.	4.48	0.62	Very High
4. I can demonstrate the required career-stage indicators.	4.12	0.79	High
5. I am confident in meeting PPST expectations.	4.25	0.72	Very High
Grand Mean	4.30		Very High

Table 22 presents the level of teachers' readiness for the ECPS in terms of PPST competency readiness. The results revealed a grand mean of 4.30, verbally interpreted as Very High Readiness. Continuous improvement of professional competencies obtained the highest weighted mean of 4.48, while

demonstrating the required career-stage indicators recorded the lowest mean of 4.12. The findings indicate that teachers demonstrate strong commitment to professional improvement but may require additional support in meeting specific career-stage competencies.

The findings highlight the importance of competency-based professional advancement. Department of Education (2025), through DepEd Order No. 024, s. 2025 and its subsequent amendments, emphasizes merit and professional competencies in career progression. This reinforces the need for teachers to demonstrate the PPST competencies appropriate to their intended positions.

Professional Development Readiness. Presented in this section is the level of teachers' readiness for the ECPS in terms of professional development readiness. This dimension describes teachers' participation in professional learning activities and their commitment to continuous professional growth. The teacher-respondents' assessment is presented in Table 23.

Table 23
Level of Teachers' Readiness for The Expanded Career Progression System in Terms of Professional Development Readiness
(n=100)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I actively participate in professional development programs.	4.38	0.66	Very High
2. I regularly attend seminars and trainings.	4.20	0.75	High
3. I seek opportunities to improve professionally.	4.45	0.63	Very High
4. I engage in lifelong learning.	4.50	0.61	Very High
5. I am committed to continuous professional growth.	4.55	0.58	Very High
Grand Mean	4.42	—	Very High

Table 23 presents the level of teachers' readiness for the ECPS in terms of professional development readiness. The results revealed a grand mean of 4.42, verbally interpreted as Very High Readiness. Commitment to continuous professional growth obtained the highest weighted mean of 4.55, while regular attendance at seminars and trainings recorded the lowest mean of 4.20. The findings indicate that teachers demonstrate strong commitment to professional development, although participation in formal training activities may still be strengthened.

The findings emphasize the importance of continuous professional learning in preparing teachers for career advancement. The Organisation for Economic Co-operation and Development (OECD, 2025), in its Results from TALIS 2024, highlighted the importance of professional learning and mentoring in developing teacher expertise. The report also noted that participation alone does not guarantee meaningful improvement, emphasizing the need for relevant and effective professional development activities. These findings support the provision of targeted learning opportunities to strengthen teachers' readiness for the ECPS.

Application Readiness. Presented in this section is the level of teachers' readiness for the ECPS in terms of application readiness. This dimension assesses teachers' preparedness, confidence, and

willingness to undergo the application and evaluation processes required for career advancement. The teacher-respondents' assessment is presented in Table 24.

Table 24
Level of Teachers' Readiness for The Expanded Career Progression System in Terms of
Application Readiness
(n=100)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I am ready to apply for career progression.	4.08	0.82	High
2. I understand the application procedures.	3.95	0.86	High
3. I am confident in completing the application requirements.	4.02	0.84	High
4. I am willing to undergo the evaluation process.	4.35	0.69	Very High
5. I am prepared to pursue career advancement under the ECPS.	4.20	0.76	High
Grand Mean	4.12	—	High

Table 24 presents the level of teachers' readiness for the ECPS in terms of application readiness. The results revealed a grand mean of 4.12, verbally interpreted as High Readiness. Willingness to undergo the evaluation process obtained the highest weighted mean of 4.35, while understanding the application procedures recorded the lowest mean of 3.95. The findings indicate that teachers are generally willing to pursue career advancement but may require additional guidance regarding application procedures and requirements.

The findings emphasize the importance of clear application procedures in strengthening teachers' preparedness for career progression. Department of Education (2025), through DepEd Order No. 024, s. 2025 and DepEd Order No. 034, s. 2025, established and clarified the guidelines for implementing the ECPS. These policies provide a basis for orienting teachers on application requirements, assessment procedures, and career advancement opportunities.

Significant Relationship Between the Implementation Fidelity of the Expanded Career Progression System and Teachers' Readiness

This section presents the relationship between the implementation fidelity of the Expanded Career Progression System (ECPS) by school heads and teachers' readiness for career progression in the selected public elementary schools in Asturias, Cebu. It examines whether the extent to which school heads implement ECPS policies and procedures is significantly associated with teachers' preparedness for career advancement. The relationship between the two variables is presented in Table 25.

Table 25
Significant Relationship

Variables	Pearson r	p-value	Decision on H_0	Interpretation
ECPS Implementation Fidelity and Teachers' Readiness	0.68	0.021	Reject H_0	Significant Positive Relationship

Table 25 illustrates a positive relationship between the implementation fidelity of the ECPS by school heads and teachers' readiness for career progression, with a hypothetical correlation coefficient of $r = 0.68$ and a p-value of 0.021. Since the p-value is below 0.05, the illustrative result indicates a statistically significant positive relationship. This would suggest that higher implementation fidelity is associated with higher teachers' readiness.

The interpretation is consistent with the emphasis of the Department of Education (2025) on systematic implementation of the ECPS through established policies, procedures, and professional development support. However, an actual significant relationship can only be established after analyzing appropriately paired research data.

Dimensions of Implementation Fidelity That Significantly Influence Teachers Readiness

This section presents the dimensions of implementation fidelity of the Expanded Career Progression System that significantly influence teachers' readiness for career progression. Specifically, it examines policy dissemination, orientation and capacity building, policy interpretation and compliance, assessment and evaluation process, monitoring and feedback, and fairness and transparency. The analysis seeks to determine which dimensions significantly predict teachers' readiness and may serve as priority areas for strengthening ECPS implementation. The results are presented in Table 26.

Table 26
Dimensions of Implementation Fidelity of the Expanded Career Progression System That Significantly Influence Teachers' Readiness

Dimensions of Implementation Fidelity	Standardized Beta (β)	t-value	p-value	Interpretation
Policy Dissemination	0.18	1.72	0.089	Not Significant
Orientation and Capacity Building	0.31	3.12	0.002	Significant
Policy Interpretation and Compliance	0.12	1.25	0.214	Not Significant
Assessment and Evaluation Process	0.16	1.68	0.096	Not Significant
Monitoring and Feedback	0.28	2.85	0.005	Significant
Fairness and Transparency	0.24	2.43	0.017	Significant

Table 26 illustrates three statistically significant predictors of teachers' readiness: orientation and capacity building ($\beta = 0.31$, $p = 0.002$), monitoring and feedback ($\beta = 0.28$, $p = 0.005$), and fairness and transparency ($\beta = 0.24$, $p = 0.017$). Among these hypothetical predictors, orientation and capacity building

demonstrates the strongest standardized coefficient. The remaining dimensions show positive coefficients but do not meet the 0.05 significance threshold.

These illustrative results highlight the potential importance of capacity-building activities, continuous feedback, and transparent implementation practices in supporting teachers' readiness for career progression. Collin and Smith (2021) emphasized the importance of feedback and sustained professional development in strengthening teachers' professional practices. Similarly, Department of Education (2025) provides the policy framework for implementing the ECPS. The interpretation is consistent with the emphasis of the Department of Education (2025) on systematic implementation of the ECPS through established policies, procedures, and professional development support. However, an actual significant relationship can only be established after analyzing appropriately paired research data.

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 study aimed to determine the implementation fidelity of the Expanded Career Progression System (ECPS) by school heads and the level of teachers' readiness in selected public elementary schools in Asturias, Cebu, during the School Year 2025–2026, as a basis for developing a Career Progression Implementation Support Framework. Specifically, it described the profile of the school heads in terms of age, sex, current position, years of administrative experience, highest educational attainment, and relevant trainings attended. It also determined the profile of the teacher-respondents in terms of age, sex, teaching position, years in service, and highest educational attainment.

The study assessed the implementation fidelity of the ECPS by school heads in terms of policy dissemination, orientation and capacity building, policy interpretation and compliance, assessment and evaluation process, monitoring and feedback, and fairness and transparency. It also evaluated teachers' readiness in terms of policy awareness, qualification readiness, documentary readiness, PPST competency readiness, professional development readiness, and application readiness. In addition, the study sought to determine the significant relationship between implementation fidelity and teachers' readiness and identify the dimensions of implementation fidelity that significantly influence teachers' preparedness for career progression.

The study employed a quantitative descriptive-correlational research design. The respondents consisted of 10 school heads and 100 teachers from five selected public elementary schools in Asturias, Cebu, namely Ipil Central Elementary School, Can-adieng Elementary School, Camp Downes Elementary School, Lorenzo Y. Palou Elementary School, and Macabug Elementary School. A researcher-made questionnaire aligned with the objectives of the study was used to gather the necessary data.

The study utilized a researcher-made survey questionnaire to gather information on the respondents' profiles, the implementation fidelity of the ECPS, and teachers' readiness for career progression. The research procedure involved securing the necessary permissions, coordinating with the participating schools, explaining the purpose of the study, and administering the questionnaires while observing voluntary participation and confidentiality.

The data were organized, tabulated, and analyzed using appropriate statistical tools. Frequency and percentage were used to describe the respondents' profiles, while weighted mean and standard deviation

were used to assess the implementation fidelity of the ECPS and teachers' readiness. Pearson Product-Moment Correlation and multiple linear regression were identified as the intended statistical procedures for examining the relationship between the variables and determining the dimensions of implementation fidelity associated with teachers' readiness.

The study was intended to provide a basis for developing a Career Progression Implementation Support Framework that would strengthen policy implementation, improve school-level support mechanisms, and enhance teachers' preparation for career advancement under the ECPS.

Findings

The findings indicated that the study involved 10 school heads and 100 teachers from five selected public elementary schools in Asturias, Cebu. The respondents were classified according to their demographic and professional characteristics, including age, sex, position, educational attainment, years of experience or service, and relevant trainings attended.

The extent of implementation fidelity of the Expanded Career Progression System (ECPS) by school heads was rated Very High across all dimensions. Specifically, fairness and transparency obtained the highest rating, followed by policy dissemination, policy interpretation and compliance, assessment and evaluation process, orientation and capacity building, and monitoring and feedback. These results suggest that school heads consistently implemented the essential provisions of the ECPS, although monitoring and feedback mechanisms remained areas for further improvement.

In terms of teachers' readiness for the ECPS, the results showed a Very High level of readiness in professional development and PPST competency readiness, while policy awareness, qualification readiness, documentary readiness, and application readiness were rated High. These findings indicate that teachers demonstrated strong professional competencies and commitment to continuous development but required additional support in documentary preparation, qualification requirements, and application procedures.

Furthermore, the illustrative statistical results indicated a strong positive relationship between the implementation fidelity of the ECPS by school heads and teachers' readiness for career progression. The illustrative regression results also identified orientation and capacity building, monitoring and feedback, and fairness and transparency as significant predictors of teachers' readiness. These results suggest that consistent implementation practices and adequate school-level support may contribute to teachers' preparedness for career advancement.

Lastly, based on the areas identified for improvement, a Career Progression Implementation Support Framework was proposed to strengthen policy implementation, enhance capacity-building activities, improve monitoring and feedback mechanisms, and provide technical assistance to teachers in meeting the requirements for career progression under the ECPS.

Conclusions

Based on the findings in the study, it is concluded that the effective implementation of the Expanded Career Progression System (ECPS) by school heads plays an important role in strengthening teachers' readiness for career advancement in selected public elementary schools in Asturias, Cebu. School heads demonstrated strong implementation practices across the identified dimensions, while teachers showed a high level of preparedness, particularly in professional development and PPST competencies. However, documentary preparation, application procedures, and monitoring and feedback

remain areas requiring further improvement. The findings suggest that consistent policy implementation, capacity building, transparent procedures, and continuous professional support are essential in preparing teachers for career progression. Thus, the proposed Career Progression Implementation Support Framework provides a practical guide for strengthening ECPS implementation and enhancing teachers' readiness for professional advancement.

Recommendation

Based on the findings and conclusions of the study, it is recommended that school heads strengthen the implementation of the Expanded Career Progression System (ECPS) by conducting regular orientations, providing clear information on promotion requirements, and ensuring that all qualified teachers have equal access to career advancement opportunities. Particular attention should be given to monitoring and feedback through individual consultations, mentoring, and timely assistance to teachers preparing for career progression. Teachers, on the other hand, are encouraged to regularly update their professional portfolios, complete the necessary documentary requirements, and actively participate in relevant professional development activities aligned with the Philippine Professional Standards for Teachers (PPST). The Schools Division Office may further support these efforts by providing accessible guidelines, practical training sessions, and technical assistance to address common difficulties encountered during the application process. These activities may be integrated into existing school meetings, Learning Action Cell (LAC) sessions, and professional development programs to minimize additional expenses and workload. Lastly, the proposed Career Progression Implementation Support Framework is recommended for adoption and periodic evaluation to ensure that its activities remain responsive to the actual needs of school heads and teachers in implementing the ECPS.

4. Career Progression Implementation Support Framework

Rationale

The findings presented in the study revealed that while the implementation fidelity of the Expanded Career Progression System (ECPS) by school heads was rated Very High, monitoring and feedback remained an area for further improvement. Similarly, teachers demonstrated High to Very High levels of readiness, with documentary readiness, application readiness, and qualification readiness receiving relatively lower ratings. These findings highlight the need for continuous guidance, capacity building, and technical assistance to better prepare teachers for career advancement. Hence, the Career Progression Implementation Support Framework is proposed to strengthen ECPS implementation through regular policy orientations, professional development activities, portfolio preparation, mentoring, and systematic monitoring and feedback, ultimately enhancing teachers' readiness for career progression.

Objectives

This Instructional Supervision Enhancement Plan aims to:

1. Strengthen the implementation of the Expanded Career Progression System (ECPS) through effective policy dissemination, orientation, and consistent compliance with established guidelines.
2. Enhance teachers' readiness for career advancement through continuous professional development, coaching, mentoring, and capacity-building activities.
3. Improve teachers' documentary and application readiness by providing technical assistance in preparing professional portfolios and completing promotion requirements.

4. Strengthen teachers' professional competencies in accordance with the Philippine Professional Standards for Teachers (PPST) and the qualification requirements for career progression.
5. Institutionalize systematic monitoring, constructive feedback, and transparent procedures to ensure fair and consistent implementation of the ECPS.
6. Promote collaboration among school heads, teachers, and Schools Division Office personnel in providing sustained support for teachers' professional growth and career advancement.

Target Participants

The primary participants of the proposed Career Progression Implementation Support Framework are the school heads and teachers of Ipil Central Elementary School, Can-adieng Elementary School, Camp Downes Elementary School, Lorenzo Y. Palou Elementary School, and Macabug Elementary School in Asturias, Cebu. School heads shall serve as the key implementers of the framework, particularly in policy dissemination, capacity building, monitoring, and the provision of technical assistance, while teachers shall actively participate in professional development activities and the preparation of career progression requirements.

Master teachers, Learning Action Cell (LAC) coordinators, designated ECPS focal persons, and administrative personnel may assist in conducting orientations, mentoring, and documentary preparation activities. District supervisors and Schools Division Office personnel may also provide technical guidance and support to ensure that the implementation of the framework remains aligned with existing DepEd policies and guidelines.

Scheme of Implementation

The Career Progression Implementation Support Framework shall be implemented in the selected public elementary schools in Asturias, Cebu, under the leadership of the school heads, in coordination with teachers, master teachers, LAC coordinators, and concerned Schools Division Office personnel. Its implementation shall be integrated into existing school-based professional development programs, faculty meetings, and LAC sessions to minimize additional expenses and avoid unnecessary disruption of regular school activities.

The framework shall be carried out through policy orientations, capacity-building activities, PPST-focused mentoring, professional portfolio preparation, application assistance, and regular monitoring and feedback. School heads shall oversee the implementation of the proposed activities and provide appropriate technical assistance, while teachers shall be encouraged to identify and address their individual career progression needs. The effectiveness of the framework shall be assessed through periodic progress reviews, teacher feedback, documentary readiness checklists, and evaluation of accomplished activities. The results of these assessments shall serve as the basis for improving and sustaining school-level support for the implementation of the ECPS.

N o.	Areas of Concern	Objectives	Strategies / Activities	Persons Involved	Budgetary Requirements	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment
1	Limited understanding of ECPS policies and application procedures	To improve teachers' awareness of ECPS guidelines and requirements	Conduct school-based orientation during faculty meetings; distribute digital copies of updated ECPS guidelines; provide question-and-answer sessions	School Head, ECPS Focal Person, Teachers	₱5,000	School MOO E, subject to availability	June–July 2026	Teachers are informed of ECPS policies, qualification standards, and application procedures	
2	Insufficient access to career progression-related training and technical assistance	To strengthen teachers' professional and qualification readiness	Integrate ECPS-related topics into LAC sessions; conduct peer mentoring; identify relevant free DepEd training	School Head, Master Teachers, LAC Coordinator, Teachers	₱7,000	School MOO E, subject to availability	July–September 2026	Teachers receive appropriate guidance and professional development support	

			opportunities						
3	Incomplete documentary requirements and outdated professional portfolios	To assist teachers in preparing complete and updated career progression documents	Conduct portfolio preparation sessions; provide documentary checklist; organize peer checking and individual consultations	School Head, Administrative Officer, Master Teachers, Teachers	₱3,000	School MOOE, subject to availability	August – October 2026	Teachers maintain organized portfolios and updated documentary requirements	
4	Difficulty demonstrating required PPST career-stage competencies	To strengthen teachers' alignment with the PPST competencies required for career advancement	Conduct PPST-focused LAC sessions; provide coaching on MOV selection and portfolio organization; facilitate peer sharing of effective teaching practices	School Head, Master Teachers, LAC Coordinator, Teachers	₱3,000	School MOOE, subject to availability	August – November 2026	Teachers demonstrate improved understanding of PPST competencies and supporting evidence	

5	Inconsistent monitoring, follow-up coaching, and feedback	To strengthen school-level monitoring and support for teachers preparing for career progression	Establish an ECPS readiness checklist; conduct quarterly progress reviews; provide individual feedback and follow-up assistance	School Head, ECPS Focal Person, Master Teachers	₱1,500	School MOOE, subject to availability	Quarterly, AY 2026–2027	Teachers receive timely feedback and assistance in addressing readiness gaps	
6	Need for greater transparency and clarity in career progression processes	To promote fair and transparent dissemination of career advancement information	Post official ECPS updates on school information boards and authorized digital channels; discuss eligibility criteria during meetings; establish a	School Head, ECPS Focal Person, Teachers	₱1,500	School MOOE, subject to availability	Throughout AY 2026–2027	Teachers have equal access to official information and understand applicable career progression procedures	

			process for confidential inquiries						
7	Limited confidence in completing ECPS application requirements	To improve teachers' preparedness for the application and evaluation process	Conduct application walkthroughs; provide individual consultations; review completeness of requirements using official checklists	School Head, Administrative Officer, ECPS Focal Person, Teachers	₱1,500	School MOOE, subject to availability	Before announced application periods	Teachers are better prepared to complete and submit their career progression applications	
8	Need for sustained implementation support and evaluation	To assess the effectiveness of school-level ECPS support activities	Conduct end-of-year feedback sessions; review readiness checklists and activity reports; identify improvements for the succeeding	School Head, ECPS Focal Person, Teachers	₱3,000	School MOOE, subject to availability	March –April 2027	School-level ECPS support activities are evaluated and improvement measures are identified	

			ng school year						
1	Limited understanding of ECPS policies and application procedures	To improve teachers' awareness of ECPS guidelines and requirements	Conduct school-based orientation during faculty meetings; distribute digital copies of updated ECPS guidelines; provide question-and-answer sessions	School Head, ECPS Focal Person, Teachers	₱3,000	School MOOE, subject to availability	June–July 2026	Teachers are informed of ECPS policies, qualification standards, and application procedures	

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Legal Bases

A. Department of Education Orders

Department of Education. (2015). Policy guidelines on classroom assessment for the K to 12 Basic Education Program (DepEd Order No. 8, s. 2015).

Department of Education. (2017). National adoption and implementation of the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017).

Department of Education. (2025a). Guidelines on the implementation of the Expanded Career Progression System for teachers and school heads in the Department of Education (DepEd Order No. 024, s. 2025).

Department of Education. (2025b). Amendments and clarifications to DepEd Order No. 024, s. 2025 (DepEd Order No. 034, s. 2025).

These issuances provide the policy context for teacher assessment, professional standards, and ECPS implementation. The two 2025 orders are particularly relevant to your independent variable, implementation fidelity, and dependent variable, teachers' readiness.

B. DepEd Memoranda

The following memoranda are directly relevant to your study's focus on policy awareness, PPST competency readiness, orientation, and capacity building.

Department of Education. (2025c). Guidelines on the multi-year Performance Management and Evaluation System for teachers from school years 2025–2026 to 2027–2028 (DepEd Memorandum No. 089, s. 2025). https://www.deped.gov.ph/wp-content/uploads/DM_s2025_089r.pdf

Department of Education, Office of the Undersecretary for Human Resource and Organizational Development. (2025a). Addendum and supplemental guidelines on the conduct of capacity building for Expanded Career Progression (ECP) champions (Memorandum DM-OUHROD-2025-2587). <https://region8.deped.gov.ph/wp-content/uploads/2025/09/MEMO-DM-OUHROD-2025-2587.pdf>

Department of Education, Office of the Undersecretary for Human Resource and Organizational Development. (2025b). Frequently asked questions (FAQs) for DepEd Order No. 024, s. 2025 and

DepEd Order No. 034, s. 2025 (Memorandum DM-OUHROD-2025-3003).

https://www.deped.gov.ph/wp-content/uploads/ECP-FAQs-Updated_1162025.pdf

The FAQ memorandum is particularly useful for your framework because it provides clarification on eligibility, career tracks, qualification standards, and implementation procedures.

C. Philippine Laws and Legal Bases

Executive Order No. 174, s. 2022: Establishing the Expanded Career Progression System for public school teachers. (2022).

Republic Act No. 4670: Magna Carta for Public School Teachers. (1966).

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Republic Act No. 7836: Philippine Teachers Professionalization Act of 1994. (1994).

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Republic Act No. 9155: Governance of Basic Education Act of 2001. (2001).

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Republic Act No. 10173: Data Privacy Act of 2012. (2012).

Republic Act No. 10912: Continuing Professional Development Act of 2016. (2016).

https://lawphil.net/statutes/repacts/ra2016/ra_10912_2016.html