UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA Las Piñas Campus

THE LIVED EXPERIENCES OF PUBLIC SCHOOL TEACHERS IN NAVIGATING THE PROMOTION SYSTEM OF THE DEPARTMENT OF EDUCATION

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In Partial Fulfillment
of the Requirements for the
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Major in Educational Management

CRISANTO E. AVILA
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UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA Las Piñas Campus

APPROVAL SHEET

This dissertation entitled "**THE LIVED EXPERIENCES OF PUBLIC SCHOOL TEACHERS IN NAVIGATING THE PROMOTION SYSTEM OF THE DEPARTMENT OF EDUCATION"**, prepared and submitted by **CRISANTO E. AVILA** in partial fulfillment of the requirements for the degree of **DOCTOR OF PHILOSOPHY, MAJOR IN EDUCATIONAL MANAGEMENT** has been examined and recommended for acceptance and approval.

DR. JOSEPHINE P. DASIG
Adviser

ORAL EXAMINATION COMMITTEE

Approved by the Committee on Final Defense with the grade of _____.

DR. BENJAMIN C. SIY JR.
Member

DR. PERLITA C. CUSTODIO
Member

DR. VIC C. RACILES
Member

DR. HELEN G. TRINIDAD
Member

DR. EMERLYN E. MANAGUAS
Chairman

Accepted and approved in partial fulfillment of the requirements for the degree of Doctor of Philosophy Major in Educational Management

EDUARDO C. ZIALCITA, Ph.D.
Dean, Graduate School

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ABSTRACT

This study explores the lived experiences of public-school teachers in the City Schools Division of Dasmarinas as they navigate the Department of Education (DepEd) promotion system, focusing on its implications for strategic personal growth planning. The DepEd promotion system significantly impacts teachers' career pathways by shaping opportunities for advancement and professional development. Utilizing a phenomenological research design, this qualitative study examines how teachers perceive and interact with the promotion system. Key questions addressed include: how teachers describe their experiences with the DepEd promotion system, the themes that emerge from these experiences, and the development of a framework for personal growth plan aligned with the promotion criteria. Findings reveal that teachers are motivated by personal fulfillment and family expectations, with mixed perceptions of the promotion system's fairness and clarity. While some view the system as equitable, others find it confusing and influenced by institutional politics. Challenges include unclear guidelines and excessive parameters. The study recommends clearer promotion criteria, reduced institutional politics, and the implementation of the framework for personal growth plans supported by mentorship programs. These recommendations aim to enhance transparency, fairness, and support for teachers' professional development and career advancement.

Keywords: *Promotion System, Career Pathway, Strategic Personal Growth Plan*

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The Department of Education (DepEd) in the Philippines plays a pivotal role in shaping the career trajectories of teachers, serving as a critical determinant of their opportunities for career advancement, recognition, and professional growth. A well-structured promotion system is essential for enabling teachers to design and implement strategic personal growth plans that align with their professional development goals. When a promotion system is perceived as fair, transparent, and merit-based, it significantly enhances teachers' motivation, job satisfaction, and commitment to their roles. Conversely, when the system is viewed as opaque or biased, it can lead to frustration, diminished morale, and even attrition among educators (Simbre, Aquino, & Palad, 2019).

A fair promotion system is crucial for maintaining high levels of teacher motivation and job satisfaction. Research indicates that transparent promotion criteria help in setting clear career goals for teachers, which in turn promotes their engagement and commitment to their work (Brown & White, 2023). When teachers perceive the promotion process as just and based on merit, they are more likely to invest in their professional development and pursue excellence in their teaching practices. This positive relationship between perceived fairness and job satisfaction

underscores the need for DepEd to continuously review and refine its promotion policies to ensure they meet these standards.

The complexity and ambiguity of promotion criteria are major challenges that can undermine teacher morale. Studies have shown that overly complicated and unclear criteria can lead to confusion and dissatisfaction among teachers (Mbokazi et al., 2020). Teachers often struggle to understand how their performance is evaluated and what specific achievements are required for promotion. Simplifying these criteria and providing clear, detailed guidelines can alleviate these issues, making the promotion process more transparent and manageable for educators (Pagayanan, 2021).

The impact of institutional politics on the promotion system cannot be overlooked. Bureaucratic complexities and power dynamics can significantly affect promotion decisions, often overshadowing merit-based criteria (Johnson & Reynolds, 2022). Research suggests that personal relationships and organizational politics frequently influence promotion outcomes, creating a work environment that may feel unfair and demotivating for teachers (Harris & Jones, 2023). Addressing these challenges requires a concerted effort to minimize political interference and focus on objective, merit-based evaluations to foster a more equitable promotion process.

Moreover, the global perspective on teacher career development highlights the importance of equitable promotion systems. According to UNESCO's report "Empowering Teachers, Building Sustainable Societies," equitable promotion

systems are essential for retaining highly qualified and motivated teachers. Such systems not only support individual professional growth but also contribute to overall educational improvement by ensuring that competent teachers remain in the profession (UNESCO, 2021). By aligning with these global standards, the DepEd promotion system can enhance its effectiveness and contribute to the broader educational goals of the Philippines.

Beyond doubt, the Department of Education (DepEd) in the Philippines is central to shaping the careers of teachers through its promotion system. This system is not only a critical determinant of career advancement but also influences the recognition and professional growth opportunities available to educators. The importance of a well-structured promotion system cannot be overstated, as it significantly impacts teachers' motivation, job satisfaction, and their ability to effectively contribute to the educational environment (Simbre, Aquino, & Palad, 2019). A transparent and fair promotion system encourages teachers to engage more deeply with their roles and invest in their professional development.

DepEd Order No. 66, s. 2007, provides a framework for the appointment and promotion of teaching and related teaching positions within the Department. This order outlines the guidelines for evaluating teachers' performance and making promotion decisions, emphasizing the preparation of the Results-Based Performance Management System (RPMS) as a basis for performance evaluation (DepEd, 2007). While the RPMS is intended to offer a structured approach to performance assessment, its implementation has presented challenges. Teachers

often find it difficult to meet the requirements set forth by the RPMS, leading to frustration and confusion regarding promotion criteria (Pagayanan, 2021).

The complexity and ambiguity of the RPMS requirements can create significant hurdles for teachers. Studies reveal that unclear criteria and excessive documentation requirements can lead to decreased job satisfaction and increased stress among educators (Mbokazi et al., 2020). When teachers are uncertain about how to fulfill the requirements for promotion, their motivation can wane, and they may become disengaged from their professional development efforts. Simplifying these requirements and providing more detailed guidance on the promotion process could help alleviate these challenges and enhance overall teacher morale (Harris & Jones, 2023).

The experience of other countries offers valuable insights into addressing similar challenges. For example, in Finland, the promotion system is known for its clarity and emphasis on professional development. Finnish educators benefit from a transparent evaluation process that focuses on continuous improvement and supports teachers through ongoing professional development opportunities (Sahlberg, 2011). Similarly, the United States has implemented various strategies to simplify teacher evaluations and promotion criteria, aiming to reduce complexity and improve the fairness of the process (Darling-Hammond, 2017). These international examples highlight the importance of clarity and support in promotion systems and offer potential models for improving the DepEd system.

In light of these considerations, this study aimed to explore the impact of the DepEd promotion system, particularly in relation to DepEd Order No. 66, s. 2007, on teachers' career advancement, job satisfaction, and motivation. By examining these aspects, the research sought. to identify areas for improvement in the promotion process and offer recommendations that align with best practices observed in other countries. This approach contributed to enhancing the effectiveness of the promotion system and supporting teachers' professional growth, ultimately benefiting the broader educational sector in the Philippines.

Background of the Study

The promotion system within DepEd is designed to recognize and reward the dedication, skill, and experience of teachers. However, the effectiveness of this system in facilitating career advancement has been the subject of ongoing debate. Several studies have investigated the various aspects of the DepEd promotion system and its influence on teachers' career pathways. These studies have highlighted both the strengths and weaknesses of the system, shedding light on its role in influencing career progression and the challenges teachers face in their professional advancement.

For instance, research has shown that while the promotion system is intended to be merit-based, many teachers perceive it as lacking transparency and fairness, particularly in the areas of evaluation criteria and the selection process. This perception can lead to dissatisfaction and a sense of injustice among teachers,

potentially undermining their motivation and commitment to their work (Pagayanan, 2021). Furthermore, the requirement for higher education units, as a prerequisite for promotion, has been identified as a significant barrier for many teachers, particularly those who may not have the financial or logistical means to pursue further studies (Abellana & Abadiano, 2020).

Internationally, the impact of promotion systems on teachers' career paths has been a focus of research, with studies emphasizing the importance of effective evaluation systems, continuous professional development, and mentorship programs in supporting teachers' advancement. These elements are crucial in creating an environment where teachers feel valued and are motivated to improve their skills and advance in their careers. The global emphasis on these factors highlights the need for promotion systems that are not only equitable but also supportive of teachers' long-term professional development (Harris & Jones, 2023).

While existing literature provides valuable insights into the challenges and opportunities associated with the DepEd promotion system, there are still gaps in the research that need to be addressed. Specifically, there is a need for more comprehensive studies that examine the impact of the promotion system on teachers' job satisfaction and motivation, as well as the strategies that teachers can employ to maximize the benefits of the promotion system.

This study aimed to contribute to the existing body of knowledge by addressing these gaps and providing practical recommendations for improving the promotion system within DepEd. The findings of this research are valuable for

teachers but also for policymakers and educational leaders who are responsible for designing and implementing promotion systems that support teachers' professional growth and contribute to the overall improvement of the education system in the Philippines.

Conceptual Framework

The research paradigm of this study is shown in Figure 1 consisting of three blocks that use the input, process, and output model.

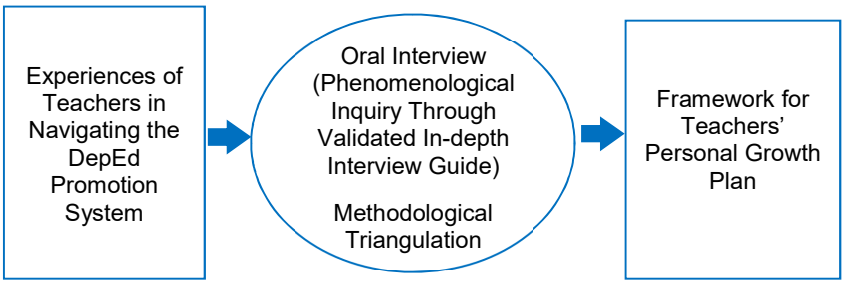

Figure 1. A Paradigm for Understanding Teacher Experiences, Data Collection, and Personal Growth Plan

The research paradigm shows the experiences of teachers as they navigate the DepEd promotion system will be used as the ***first block*** of the study. The ***middle figure*** indicates how the raw data will be collected which is an oral interview using

a validated interview guide questions and methodological triangulation. The ***last block*** will be the Proposed Framework for Teachers' Personal Growth Plan .

Statement of the Problem

This research aimed to explore the lived experiences of the public-school teachers as they navigated the DepEd promotion system and its implications for developing a strategic personal growth plan.

Specifically, this study hoped to arrive at answers to the following questions:

1. How do the co-participants describe their lived experiences in navigating the promotion system of the Department of Education?
2. What themes emerged from the lived experiences shared by the co-participants?
3. What Framework for Teachers' Personal Growth Plan can be proposed aligned with the DepEd promotion system?

Scope and Delimitation of the Study

This study delved deeply into the lived experiences of teachers as they navigate the complex and often challenging DepEd promotion system. Conducted specifically within the City Schools of Dasmariñas, Region IV-A CALABARZON, this research is focused on understanding the unique perspectives of public elementary, junior high school, and senior high school teachers. These teachers, holding positions such as Teacher 1, Teacher 2, Teacher 3, Master Teacher 1, and Master

Teacher 2, represent a diverse cross-section of teaching professionals who are directly impacted by the promotion policies and practices of the Department of Education. The study included 15 participants, comprising 5 elementary teachers, 5 junior high school teachers, and 5 senior high school teachers. Each participant was identified and endorsed by their respective school principals to ensure they met the established qualifications for the study. This process ensured that all participants were appropriately selected and met the standard criteria for inclusion in the research.

Given the specificity of the study's geographical focus, it is important to acknowledge that the findings may have limitations in terms of generalizability. The experiences of teachers in other regions or school divisions may differ due to variations in local policies, administrative practices, and socio-cultural contexts. However, the insights gained from this study provide a valuable snapshot of the challenges and opportunities that teachers face within this particular setting, offering a foundation for further research in other regions.

The academic year 2023-2024 served as the timeframe for this investigation, providing a contemporary view of the promotion system as it currently operates. The use of a five-question interview instrument was a strategic choice, designed to elicit rich, detailed accounts of the teachers' experiences. Through these interviews, the study aimed to capture the nuances of how teachers perceive and interact with the promotion system, including their strategies for meeting promotion criteria, the obstacles they encounter, and their overall satisfaction with the process.

By focusing on teachers across different levels of the career ladder—from entry-level positions to more senior roles—this research offers a comprehensive view of the promotion system's impact on professional development. The study not only highlighted the personal and professional challenges faced by teachers but also provided insights into the broader implications for educational policy and practice. The findings are expected to contribute to ongoing discussions about how to make the promotion system more equitable, transparent, and supportive of teachers' career aspirations.

While the study is geographically limited, its in-depth exploration of teachers' lived experiences offers significant contributions to understanding the complexities of the DepEd promotion system. It lays the groundwork for future research that could expand on these findings, comparing experiences across different regions or examining long-term trends in teacher promotions.

Significance of the Study

The research on the DepEd Promotion System's impact on teachers' career pathways holds significant importance for various stakeholders in the education sector. The study's findings have practical implications for the following:

Teachers. Teachers are at the core of the education system, and their career growth and professional development are crucial for their motivation and job satisfaction. The study's findings will directly benefit teachers by shedding light on the factors that influence their career advancement within the DepEd system. It will

help teachers understand the promotion criteria, performance indicators, and opportunities available to them. The research will provide guidance on how teachers can strategically plan their personal growth, identify areas for improvement, and leverage their strengths to progress in their careers. Ultimately, it will empower teachers to take ownership of their professional development and make informed decisions regarding their career pathways.

School Administrators. School administrators play a vital role in implementing and overseeing the DepEd Promotion System. The study's findings will provide valuable insights for administrators to evaluate and enhance the promotion system within their respective schools or divisions. It will assist them in identifying areas of improvement, ensuring transparency, and creating a supportive environment for teachers' career growth. The research will empower administrators to make informed decisions regarding professional development opportunities, mentorship programs, and leadership roles to enhance the career pathways of their teaching staff.

Students. The study's significance extends to students as well. Effective career pathways for teachers can lead to improved educational outcomes for students. When teachers have clear opportunities for professional growth and are motivated in their careers, they are more likely to provide quality education and engage students effectively. The research outcomes will indirectly benefit students by fostering a positive learning environment, enhancing teacher-student relationships, and promoting overall educational excellence.

Future Researchers. For researchers, this study adds to the existing body of knowledge on the impact of promotion systems in the education sector. It provides a specific focus on the DepEd Promotion System in the Philippines, contributing to the local context. Researchers can build upon the findings of this study to conduct further investigations and explore related areas, such as the influence of professional development programs, the role of mentoring in career advancement, or the impact of promotion systems on educational outcomes. The research will stimulate scholarly discussions and contribute to the development of evidence-based practices in the field of education.

Definitions of Terms

The following terms are defined operationally to clarify and better understand the terms used in this study.

Awards. Refers to recognitions or honors given to individuals in acknowledgment of their outstanding achievements, contributions, or accomplishments in the field of education or related areas. These awards may be conferred by DepEd, educational institutions, or other reputable organizations.

Career Pathways. Refers to the various routes and opportunities available for teachers to progress and advance in their careers within the education system. It includes promotions to higher positions, leadership roles, specialized tracks, and professional development opportunities.

Classroom Observation. Refers to the process of systematically observing and

assessing classroom activities, interactions, and instructional practices. It involves gathering data and insights about teaching and learning processes, student engagement, classroom management, and the implementation of educational strategies to inform feedback, coaching, or professional development initiatives.

Consultant/Resource Speakership. Refers to the engagement of individuals who possess expertise, knowledge, or specialized skills in a particular area to provide guidance, support, or training in educational settings. Consultants or resource speakers may be invited to deliver lectures, workshops, or presentations to enhance professional development or address specific educational needs.

Decisiveness. This refers to someone's ability to make decisions quickly and effectively.

DepEd Promotion System. Refers to the system implemented by the Department of Education (DepEd) in the Philippines to assess and facilitate the career advancement of teachers based on specific criteria, performance indicators, and guidelines outlined in DepEd orders and policies.

Education. Refers to the process of acquiring knowledge, skills, attitudes, and values through formal or informal instruction, training, or learning experiences. It encompasses the facilitation of intellectual, social, emotional, and physical development in individuals within educational contexts.

Experience. Refers to the accumulated knowledge, skills, and competencies acquired through practical involvement or engagement in a particular field or

occupation. It includes both professional and personal experiences relevant to the context of the educational setting.

Human Relations. This refers to the relations with or between people, particularly the treatment of people in a professional context.

Innovations. Refers to the introduction of new ideas, approaches, practices, or methods that contribute to improvements and advancements in the field of education. It involves the creative application of existing knowledge and resources to address challenges, enhance learning outcomes, or improve educational processes.

Merit. Refers to the recognition or reward given to individuals based on their demonstrated skills, abilities, achievements, and contributions. In the context of the DepEd Promotion System, merit refers to the evaluation of teachers' performance and qualifications to determine their eligibility for career advancement.

Outstanding Accomplishments. These refer to outstanding employee awards, innovations, publication/authorship, and research and development projects that were received, conducted, and implemented.

Performance Management System. Refers to the systematic process of assessing, monitoring, and improving the performance of teachers based on established criteria and performance indicators. It includes activities such as goal setting, performance evaluation, feedback mechanisms, and professional development planning.

Performance Rating. Refers to the assessment and evaluation of an individual's performance based on established criteria and standards. It measures the extent to which an individual has met the performance expectations and requirements set by the Department of Education (DepEd) or relevant educational institution.

Portfolio Assessment (RPMS): In the context of the Results-Based Performance Management System (RPMS), portfolio assessment refers to a method used to evaluate the performance and professional growth of teachers or individuals in the education sector. It involves the compilation and presentation of evidence or artifacts that demonstrate the teacher's accomplishments, skills, and competencies in accordance with the RPMS framework.

Potential. Refers to the inherent or latent abilities, capabilities, or talents of an individual that can be developed or harnessed to achieve higher levels of performance, growth, or success. It implies the capacity for future development and improvement.

Professional Development. Refers to continuous learning and skill enhancement activities undertaken by teachers to improve their knowledge, pedagogical techniques, and professional competencies. It includes participation in workshops, seminars, training programs, conferences, and other educational opportunities.

Psycho-social attributes. Refers to the psychological and social characteristics, qualities, or traits of an individual that contribute to their overall well-being and interpersonal relationships. These attributes may include emotional intelligence,

self-awareness, resilience, adaptability, empathy, and effective communication skills.

Publication & Authorship. Refers to the process of disseminating research findings, scholarly works, or educational materials through written or digital formats. It involves the creation, review, and publication of articles, books, reports, or other forms of written content. Authorship denotes being the creator or contributor of such published works.

Qualifications. Refers to the educational background, certifications, and credentials possessed by teachers that demonstrate their expertise in a particular subject area or field. Qualifications are considered in the DepEd Promotion System to determine eligibility for career advancement and specialized tracks.

Research and Development Project. Refers to systematic and purposeful activities that aim to investigate, explore, and develop new knowledge, methodologies, or resources in the field of education. These projects involve conducting studies, experiments, or inquiries to generate evidence-based insights and solutions that can inform educational practices and policies.

Strategic Personal Growth Plan. Refers to a systematic and intentional approach adopted by teachers to enhance their professional growth and advance their careers. It involves setting goals, identifying areas for improvement, and implementing strategies such as continuous learning, skill development, and networking to achieve career objectives.

Stress Tolerance. This refers to the ability to be relaxed and composed when faced with difficulties. In this study, having positive stress tolerance is being able to stay calm without getting carried away by strong emotions of helplessness and hopelessness.

Training. Refers to systematic and structured activities designed to enhance knowledge, skills, or competencies in a specific area or field. Training programs may include workshops, seminars, courses, or professional development activities aimed at improving the professional practice of educators or enhancing the capabilities of educational personnel.

Transparency. Refers to the quality of being open, clear, and accessible in the processes, criteria, and decisions related to the DepEd Promotion System. It implies fairness, accountability, and the provision of information to teachers regarding the promotion process, performance expectations, and career advancement opportunities.

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Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter includes the review of available literature and studies which are taken from books, journals, theses, and the internet relevant to this present investigation. These reviewed materials help the researcher to have a better understanding and wider perspectives in the conceptualization of the study.

Professional Development for Teachers

In the field of education, Professional Development (PD) has garnered a negative reputation for being inadequate and ineffective in improving teaching practices. This sentiment is shared by one expert from Harvard University who describes the current PD system for teachers as broken. One of the primary reasons for this view is the reliance on short-term and disconnected training programs that have little impact on classroom outcomes and student achievement. To truly transform instruction and enhance student learning, a sustained investment of time and resources into teacher training is necessary. Research on the impact of professional development on student learning reveals that programs must consist of more than 14 hours to affect positive change. Even teachers themselves often hold a contemptuous view of PD, highlighting the need for substantial improvements in its design and delivery. Despite these challenges, the education industry, including federal, state, and local policymakers, recognizes the critical role of professional support in driving effective educational reforms.

Professional development serves as the bridge between the design and

implementation of educational reforms and the ultimate success of these efforts in schools. For instance, the evaluation of educator effectiveness based on student test scores and classroom observation can drive instructional improvement. However, for evaluations to have the desired impact on student learning, they must be accompanied by insightful feedback and a strategic set of professional learning activities to help educators enhance their practice. States such as Connecticut and Colorado explicitly recognize the importance of professional development in their educator evaluation systems, emphasizing the need for aligned support to facilitate teacher growth. Additionally, the adoption of the Common Core State Standards by 45 states and the District of Columbia has further highlighted the necessity of teacher training and instructional support. Policymakers and educators acknowledge that successful implementation of these rigorous standards requires comprehensive professional development efforts.

It is crucial to recognize that effective teaching is a learned skill, debunking the notion that individuals are inherently born to teach. Improving teaching practices and enhancing the overall quality of education necessitates ongoing teacher training and support. While reform initiatives like evaluation systems and the implementation of new standards present additional challenges, the focus on improving professional development remains a fundamental aspect of any comprehensive plan for educational improvement.

High-quality professional development is vital for enhancing teaching practices and driving educational improvement. The shortcomings of current PD systems call for a shift towards sustained investment in teacher training, providing opportunities

for continuous growth and improvement. By prioritizing effective professional development, policymakers and educators can pave the way for transformative changes in the classroom, ultimately benefiting students and the education system.

The Impact of the DepEd Promotion System on Teachers' Career Pathways in the Philippines

The promotion system implemented by the Department of Education (DepEd) in the Philippines plays a pivotal role in shaping the career trajectories of teachers. This system not only determines the progression and advancement opportunities available to educators but also influences their recognition and professional development within the education sector.

Within the Philippines, the DepEd promotion system is a critical factor in determining the career pathways of teachers. The system's structure and criteria for advancement impact teachers' opportunities for career growth and recognition. Research highlights that a well-structured promotion system can lead to enhanced job satisfaction and motivation among teachers, thereby improving their overall performance and effectiveness in the classroom. Conversely, a promotion system perceived as inequitable or inaccessible can result in decreased morale and retention rates among educators (Bautista, 2021).

The significance of teacher promotion systems extends beyond the national context, garnering attention from international organizations such as UNESCO. UNESCO's reports emphasize the necessity of equitable and transparent promotion systems in fostering professional growth and ensuring the retention of highly qualified teachers. According to UNESCO (2020), the correlation between teacher career development and the quality of education is undeniable. Systems that provide clear pathways for advancement and recognize teachers' contributions are essential for maintaining a motivated and competent teaching workforce.

A key aspect highlighted in the literature is the need for equitable promotion systems. Equity in promotion ensures that all teachers, regardless of their background or location, have fair access to career advancement opportunities. Studies indicate that disparities in promotion practices can exacerbate existing inequalities within the education system, particularly affecting teachers in remote or underserved areas (Garcia, 2019). By addressing these disparities, the promotion system can contribute to a more balanced and inclusive education environment.

The relationship between promotion systems and teacher retention is a crucial area of focus. Research by Smith (2022) demonstrates that teachers who perceive clear and attainable promotion opportunities are more likely to remain in the profession long-term. This retention is vital for sustaining a stable and experienced teaching workforce, which directly impacts student learning outcomes. Furthermore, professional development opportunities tied to promotion can enhance teachers' skills and knowledge, contributing to their overall effectiveness and

satisfaction (Jones, 2021).

The DepEd promotion system is a fundamental determinant of teachers' career pathways in the Philippines. Its impact on career advancement, recognition, and professional growth underscores the need for a fair and transparent system. International insights from UNESCO further highlight the importance of such systems in maintaining a motivated and qualified teaching workforce. By ensuring equity and accessibility, the promotion system can support the professional growth and retention of teachers, ultimately enhancing the quality of education in the Philippines.

Exploring the Impact of the DepEd Promotion System on Teachers' Career Pathways in the Philippines

In the Philippines, various studies have investigated the DepEd promotion system and its influence on teachers' career pathways. These studies have highlighted the promotion system's significant role in shaping teachers' career advancement, job satisfaction, and professional development.

Alinsub (2019) examined the factors influencing career advancement for teachers in public secondary schools, identifying the DepEd promotion system as a key determinant in career progression. Balcoba and Molina (2020) focused on the challenges public school teachers face in advancing their careers, emphasizing the need for strategies to address the complexities of the DepEd promotion system and the importance of strategic personal growth plans for teachers.

Globally, the impact of promotion systems on teachers' career pathways has

been extensively studied. UNESCO's report highlights the critical role of career development opportunities in enhancing educational quality. Darling-Hammond (2017) underscores the importance of effective evaluation systems, continuous professional development, and mentorship programs in supporting teachers' career advancement.

Despite existing literature, further research is needed to explore the specific implications and challenges faced by teachers in the Philippine context. This study aims to fill these gaps by examining the impact of the promotion system on teachers' career advancement opportunities, job satisfaction, and motivation. It also seeks to identify strategies that teachers can use to maximize the benefits of the promotion system and develop effective personal growth plans.

Understanding the effects of the DepEd promotion system is crucial for the professional development of teachers, which ultimately enhances the quality of education. Comprehensive research on this topic can inform policy and practice, empowering teachers to navigate their career pathways effectively.

Factors Influencing Promotion and Career Development

The promotion and career development of public-school teachers play a crucial role in shaping the education system and ensuring the delivery of quality education. Several studies have examined the factors that influence the career pathways of teachers in the Philippines, particularly focusing on the role of the DepEd Promotion System, performance evaluation, qualifications, and professional development activities. This review aims to synthesize the findings from three relevant studies:

Abella and Lozano (2017), De Guzman (2016), and Garces (2019).

The study by Abella and Lozano (2017) explores the factors influencing the promotion and career development of public elementary school teachers in the Philippines. It emphasizes the role of the DepEd Promotion System, which includes eligibility criteria and promotional opportunities. The findings suggest that performance evaluation, qualifications, and engagement in professional development activities significantly shape teachers' career pathways.

De Guzman (2016) focuses on the career progression of public-school teachers, particularly examining the influence of the DepEd Promotion System. The study highlights the impact of eligibility requirements, performance evaluations, and promotional opportunities on teachers' career advancement and job satisfaction. The findings indicate that meeting eligibility criteria, receiving positive performance evaluations, and accessing promotional opportunities positively affect teachers' career progression. In line with these studies, Garces (2019) investigates the factors affecting teachers' career progression in the Philippine education system, specifically emphasizing the DepEd Promotion System. The research examines the relationship between eligibility criteria, performance evaluation, professional development, and the likelihood of promotion among teachers. The findings suggest that meeting eligibility requirements, receiving favorable performance evaluations, and engaging in professional development activities significantly increase the probability of promotion.

The promotion and career development of public-school teachers in the

Philippines are influenced by various factors. The DepEd Promotion System, performance evaluation, qualifications, and professional development activities play significant roles in shaping teachers' career pathways. Meeting eligibility requirements, receiving positive performance evaluations, and engaging in professional development opportunities emerge as crucial factors for teachers' career progression. Understanding these factors can inform policies and interventions to enhance public school teachers' promotion and career development, ultimately improving the quality of education in the Philippines.

Impact of Professional Development on Student Learning

While many studies have attempted to examine this connection, the findings have been inconclusive. A comprehensive analysis of 1,300 studies revealed that only nine studies provided clear empirical evidence of the impact of PD on student achievement, with other studies lacking the necessary design to address this question. The complexities involved in carrying out research on professional development further contribute to the scarcity of robust findings. Key challenges in researching PD include determining whether it should measure changes in teaching practices or student learning outcomes, or both. Additionally, researchers must decide whether to focus on individual features of PD or consider it as a holistic program. The influence of school context also poses a significant question. Despite these challenges, rigorous research exists that demonstrates the potential of professional learning to shape teaching practices and enhance student learning. Notably, seven of the nine studies mentioned earlier reported positive growth in

student learning, all of which incorporated PD programs lasting at least 14 hours.

Several studies highlight the impact of specific PD initiatives on teaching practices and student achievement. For example, the Literacy Collaborative framework showcased higher-quality instruction and improved literacy learning outcomes in grades K-2. The Collaborative Language and Literacy Instruction Project (CLLIP) demonstrated positive effects on both teaching practices and student learning gains. The MyTeachingPartner coaching model revealed that teachers receiving specific feedback and coaching led to higher student achievement. Additionally, individual school districts, like the Long Beach Unified School District, have developed their own PD systems, leading to improved teaching, and learning outcomes. Comparisons between educational systems around the world further emphasize the importance of PD in school improvement. The success of Shanghai's schools in China is attributed to their commitment to developing highly skilled teachers capable of delivering high-quality instruction. The level of focus, expertise, and dedication to improving instruction in Shanghai sets it apart from other educational systems globally.

In conclusion, the article underscores the complexity of researching the impact of PD on student learning. While challenges exist, the research highlights the potential of high-quality professional learning to enhance teaching practices and improve student outcomes. The findings call for a greater emphasis on rigorous and sustained PD efforts to drive meaningful educational improvements.

Impact on Teachers' Career Pathways

Teachers' career pathways and professional development are crucial aspects of the education system, influencing the quality of education and teachers' job satisfaction. This review of related literature aims to synthesize findings from three studies that provide insights into factors affecting teachers' career pathways, including the impact of student aid programs, well-defined promotion systems, and international practices in education. The studies reviewed are Dearden et al. (2011), OECD (2018), and UNESCO (2018). Dearden et al. (2011) examine the impact of student aid programs on higher education participation. While not specific to the DepEd Promotion System, this study sheds light on the potential influence of financial incentives on teachers' career decisions and their pursuit of additional qualifications. Understanding the impact of student aid can offer insights into how financial support programs can contribute to teachers' career advancement and professional development. The OECD (2018) report delves into teachers' career progression and salaries across various countries, emphasizing the significance of well-defined promotion systems. Although not directly focused on the Philippines, this report provides valuable insights into international practices that can inform the improvement of the DepEd Promotion System. Examining different approaches to career progression can help identify best practices and inform policy recommendations for enhancing the career pathways of teachers.

UNESCO's International Standard Classification of Education (ISCED-F 2013) offers a framework for understanding the different levels of education and training.

While not specifically addressing the DepEd Promotion System, this classification system can help analyze the alignment between career pathways and the promotion system in different educational fields. It provides a basis for assessing the relevance of qualifications and professional development activities in teachers' career advancement.

Teachers' career pathways are influenced by various factors, including financial incentives, well-defined promotion systems, and international practices in education. Insights from studies on student aid programs highlight the potential impact of financial support on teachers' career decisions and professional development. Examination of international practices in career progression can provide valuable lessons for enhancing the DepEd Promotion System. Additionally, UNESCO's classification of education fields offers a framework to analyze the alignment between career pathways and the promotion system. Understanding these factors and their interplay can inform policy recommendations and interventions aimed at improving teachers' career progression and professional development in the Philippines.

The Features of Professional Learning Linked to Improvement

The studies listed previously are just some of the scientifically based researches suggesting that certain professional-learning designs can improve teaching and learning and what features of these designs have a significant impact. According to the study, high-quality professional learning opportunities for teachers contain the following five characteristics: aligns with school goals, state and district

standards and assessments, and other professional-learning activities; focuses on core content and modeling of teaching strategies for the content; includes opportunities for active learning of new teaching strategies; provides the chance for teachers to collaborate; and includes follow-up and continuous feedback. These characteristics indicate that a professional-learning activity meshes with the work of teaching. But the exact structure of professional learning might differ depending on the needs of the teacher, the school, and the district. Although there are only a handful of rigorous research studies on professional development, these have identified activities that can have an impact on teaching and learning. These features alone, however, are not a guarantee that teachers will improve instruction; instead, they are activities that have influenced teaching when well implemented. What follows are brief descriptions of the structures and features of professional development that researchers have found to be related to instructional improvement.

Addressing Salary Disparity

The article, taken from the Philippine Star and published on July 6, 2019 highlights the call of Senator Sherwin Gatchalian to raise the salaries of public school teachers in the Philippines to align them with the average salaries of teachers in the Association of Southeast Asian Nations (ASEAN). A senator filed Senate Bill No. 178, which aims to increase the salary grade of public-school teachers in elementary and secondary schools. Public school teachers in the country classified as Teacher I, Teacher II, and Teacher III are categorized under Salary Grade (SG) 11, 12, and 13, respectively. The proposed bill seeks to elevate their salary grades

to 13, 14, and 15, respectively. Sen. Gatchalian emphasizes that the low take-home pay of public-school teachers has resulted in increased indebtedness among them. He argues that the logical solution is to raise the starting salary of public-school teachers to alleviate their financial struggles.

A comparison of teachers' salaries across ASEAN countries reveals that the Philippines ranks third to last, surpassing only Malaysia and Vietnam, and falls below the ASEAN average. Sen. Gatchalian further highlights that the average annual salary of teachers in the Philippines, including benefits, is $18,160, while the ASEAN average stands at $27,742. Brunei holds the highest annual teacher salary at $55,263, whereas Vietnam has the lowest at $3,877. If the bill proposed by Sen. Gatchalian becomes law, it will increase the average annual salary of teachers in the Philippines to $21,547, bringing it closer to the ASEAN average. The aim is to bridge the salary disparity and provide fair compensation to Filipino teachers, ultimately improving their financial well-being and addressing the issue of increased indebtedness.

The article sheds light on the pressing need to prioritize the salaries of public-school teachers in the Philippines and ensure that they receive adequate compensation commensurate with their dedication and contributions to education. By striving for salary parity with ASEAN counterparts, the country can work towards attracting and retaining high-quality educators, ultimately benefiting the education system as a whole.

Prioritize Teachers' Concerns

The Teachers' Dignity Coalition (TDC) yesterday urged the newly designated Government Service Insurance System (GSIS) officer-in-charge Rolando Macasaet to prioritize the concerns of public-school teachers on their contributions. Criticizing the GSIS policy penalizing teachers who missed their contributions, the group stressed that it was not their fault that the system failed to automatically deduct these from their salaries. "We would like to reiterate that this GSIS, instead of helping members, has continuously worsened the financial burden of many public-school teachers because of its unfair policies," TDC chairman said. "The Department of Education and the GSIS were tasked to ensure the payment through a system which teachers have nothing to do with," he added.

Some teachers have imposed penalties after the system failed to deduct their GSIS contributions. The TDC noted that the GSIS refused to waive the penalties and instead blamed the teachers during previous dialogues and meetings. "Last year, we sent a formal appeal to all members of the GSIS board, including then chairman Macasaet, to waive the so-called arrearages and penalties which were incurred because of the system's failure, particularly the lapses on the part of either the DepEd or the GSIS," he added.

Republic Act No. 6758

With regard to Republic Act No. 6758 or the "Compensation and Position Classification Act of 1989, it is hereby declared the policy of the State to provide equal pay for substantially equal work and to base differences in pay upon

substantive differences in duties and responsibilities and qualification requirements of the positions. In determining rates of pay, due regard shall be given to, among others, prevailing rates in the private sector for comparable work. For this purpose, the Department of Budget and Management (DBM) is hereby directed to establish and administer a unified Compensation and Position Classification System, hereinafter referred to as the System, as provided for in Presidential Decree No. 985, as amended, that shall be applied for all government entities, as mandated by the Constitution.

The following principles shall govern the Compensation and Position Classification System of the Government: (a) All government personnel shall be paid just and equitable wages; and while pay distinctions must necessarily exist in keeping with work distinctions, the ratio of compensation for those occupying higher ranks to those at lower ranks should be maintained at equitable levels, giving due consideration to higher percentage of increases to lower level positions and lower percentage increases to higher level positions; (b) Basic compensation for all personnel in the government and government-owned or controlled corporations and financial institutions shall generally be comparable with those in the private sector doing comparable work, and must be in accordance with prevailing laws on minimum wages.

Salary Standardization Law

This article discusses the findings of a published study by Bajarin and Gonzales (2019) titled "Effects of Salary Standardization Law on the Socio-

Economic Status, Work Performance, Motivation, and Job Satisfaction of Teachers." The study aimed to explore the impact of the salary standardization law on various aspects of teachers' lives, including their socioeconomic status, work performance, motivation, and job satisfaction. The research sample consisted of 405 public school teachers from different locations in the country. Using a descriptive-evaluative design, the study employed a survey questionnaire and applied descriptive and inferential statistics for data analysis. The results revealed that the majority of the teachers were young adults with master's units affiliated with at least one organization. They were classified under salary grade 13 and relatively new in their teaching careers. Despite their qualifications, the teachers earned low monthly net income and relied on additional sources of income. Overall, their work performance was rated as very satisfactory.

In terms of socio-economic status, the perceived effects of the salary standardization law were moderate, as indicated by a grand weighted mean of 3.11. Spending habits and borrowing practices were also rated as moderate, with average means of 3.12 and 3.14, respectively. However, the salary standardization law had a high positive impact on work performance (weighted mean of 3.79), motivation (weighted mean of 3.69), and job satisfaction (weighted mean of 3.66) among teachers. Furthermore, the study found that the overall levels of socio-economic status, work performance, motivational level, and job satisfaction did not differ significantly. However, there was a highly significant relationship between net income and salary grade, indicating that teachers with higher salary grades and

salaries tended to have larger net incomes.

The article highlights the effects of the salary standardization law on various aspects of teachers' lives, shedding light on their socio-economic conditions, work performance, motivation, and job satisfaction. These findings contribute to a deeper understanding of the impact of salary policies on the teaching profession and provide valuable insights for policymakers and stakeholders in the education sector.

Outstanding Accomplishment

Teachers hold significant responsibility for the well-being and success of their students (Merlo, 2022). Leadership, as defined broadly by Sack Min (2020), plays a vital role in student achievement. It involves collaboration and shared decision-making among principals, teachers, school counselors, community members, and other stakeholders. Effective communication and strong relationships with school and community partners are essential for school success. Monitoring student development closely is crucial, as stated by Hauth (2016). Successful schools integrate continuous monitoring and provide support to students who need it. Progress tracking, such as the Read Naturally Strategy, not only motivates students but also provides data for teachers to make necessary adjustments. The frequency, relevance, and quality of teacher professional development, along with trust and parental involvement, can impact school performance (Lynch, 2015). Trust among all members of the school community fosters belief in each other's intentions and actions, while parental involvement shows students the importance of education and support.

Productivity and improvement in a school are measured by the extent to which the school's goals and objectives are met in terms of quality, quantity, equity, and educational standards (Yusuf & Alabi, 2013). The evaluation of teachers' performance is crucial for increasing a school's effectiveness, as primary school teachers play a critical role in implementing educational changes and achieving success (Turhan, Sener, & Gündüzalp, 2017). The Department of Education has implemented a competency-based Merit Selection Plan to enhance recruitment, staff quality, and retention (DepEd, 2022). To boost achievement, effective teachers believe in their students' potential, continuously learn about their field, exhibit enthusiasm, take risks, think creatively, maintain consistency, stay updated, communicate effectively, listen attentively, provide relevant materials, observe students, and set goals with them (Lancaster, 2022).

Instructors understand that they teach content and essential skills for students' future success (Terada, 2019). Teachers who focus on improving non-cognitive abilities, such as self-regulation, positively impact students' grades and high school graduation rates. Verbal abilities of teachers have been found to predict student achievement, while educational backgrounds, such as possessing a master's degree, have shown less significance in recent research (Goldhaber, 2016).

Investing resources effectively and allocating them to areas with the greatest impact is crucial for educational systems. Prioritizing higher teacher pay over lower class sizes has been associated with better performance (OECD, 2010g). Understanding student accomplishment and the factors' influencing growth is

essential for becoming an effective teacher (Caster, 2021). Student accomplishment refers to the amount of academic knowledge a student acquires within a specific timeframe, guided by instructional standards. Outstanding teachers exhibit friendliness, approachability, enthusiasm, and care for their students. They make themselves available and engage in extracurricular activities, school committees, and continuous dedication to their students (O'Neill, 2020). Effective teachers aim to be consistently good, ambitious, and realistic, understanding that constant exceptionalism is not sustainable (Dabell, 2017).

To be an outstanding student, one must continuously expand knowledge, seek feedback, reflect on teaching approaches, and make necessary improvements. Wise time management and self-improvement practices contribute to excellence (Hossain, 2018). Ido Kilovaty, a faculty member at TU, has demonstrated outstanding teaching accomplishment, including mentorship and professional development beyond the classroom, contributing to the success of many students.

Education and Training

Due to the unequal nature of Philippine society and the high poverty incidence level, the issue of access to formal education and training, particularly in basic education, has been a prominent concern for many years. The disparity in educational opportunities between the poor and middle and higher classes can be attributed to the country's inequity and poverty situation. Despite improvements in participation and cohort survival rates, both the Philippine government and non-governmental organizations working in education continue to develop initiatives to

enhance learner engagement and cohort survival. The Philippine government has implemented Conditional Cash Transfer programs for the poorest individuals.

Skopje (2013) suggests that in the coming years, we can expect qualities of education and training that are currently unseen due to the rapid and dynamic changes happening in our society. These changes, both domestic and international, significantly impact the way we live, think, work, and learn on a daily basis. Training, often associated with the term "curriculum," refers to the educational methods and learning activities employed by teachers in the classroom to deliver the curriculum, as defined by Kridel (2010). Teaching and instruction are often used interchangeably in this context. Teaching techniques, also referred to as training, are the approaches teachers use to deliver course information in ways that engage students and develop various skill sets, according to Kathy (2022). Depending on factors such as the subject, grade level, class size, and available resources, teachers may employ a variety of teaching styles. Different instructional tactics are utilized to achieve teaching and learning goals and support diverse student needs.

As described by Lathan (2022), inquiry-based education involves teachers taking on a facilitative role rather than being the primary authority figure. Students work on projects that require active participation and encourage them to take ownership of their learning. They generate their own questions, conduct research (often using online resources), and present their findings through self-made movies, web pages, or formal presentations. Exploring various teaching tactics can help educators cater to different student levels, subjects, and lecture formats, as

mentioned by Persaud (2021). Effective training techniques can go beyond basic retention and surface knowledge to promote a deeper understanding of course material and foster critical thinking. Teachers can experiment with different teaching strategies throughout the semester to assess the effectiveness of their lesson plans and meet the unique needs of each student.

Education and training at the grassroots level are crucial for the success of projects, as emphasized by Kent (2016). The goal is to develop local trainers who can build regional capacity and initiate community-based initiatives. In the implementation of any localization plan, education and training play a vital role, as highlighted by Andrews (2017). Understanding the interplay between energy, education, and economics enables us to achieve positive outcomes for businesses, governments, and individuals.

Maureen Brody (2019), with her extensive experience in professional and technical writing, program creation, and project management, brings valuable skills to curriculum development, customer engagement, and adult learning strategies. She specializes in producing customized training materials, technical documentation, and evaluations for clients in the oil and gas industry. Training is often distinguished from education as the process of teaching specific skills or habits to operational-level staff, according to Surbhi (2017). It is not the same as education, which involves systematic study at an institution to enhance workers' judgment and reasoning skills. Training is accessible to all employees, regardless of their position within the organization. Providing training for both established and novice teachers

is crucial to their success and job satisfaction, as noted by Kelly (2019). Without proper training, teachers may be at risk of leaving their jobs prematurely, and students may suffer from inadequate instruction.

Training, as the practical component of education, focuses on acquiring new skills or expanding knowledge while working, as explained by Wither (2020). It can be conducted on the job and allows businesses to enhance the productivity and skill levels of their employees. In sports or competition, training plays a crucial role in self-improvement, with instructors emphasizing specific exercises or abilities that enhance performance.

Teachers can enhance their knowledge and skills through practical, hands-on professional development, such as attending teacher training seminars offered by organizations like Child Aid, according to Quino (2022). The Evidence Support Center at AIR assists education in transitioning research into practice by providing a library of tactics for evidence-based training, as outlined by Fulbeck (2022). Users can match their needs and circumstances to the desired outcomes and find suitable strategies through the user-friendly interface. The integration of the internet and education has brought forth the skills needed for the future, according to Haider and Al-Salman (2020). Online education offers three primary approaches: enhanced learning utilizing technology for creative and engaging training, blended learning combining online and in-person elements, and fully online courses where the material is distributed digitally. Online learning provides flexibility, convenience, and student-centered instruction, allowing active participation and personalized

guidance from teachers (Al-Salman et al., 2021).

To adapt to technological advancements, education methods, approaches, and strategies have been updated, and online platforms have been developed to facilitate online learning (Al-Azawei et al., 2017; Englund et al., 2017; Santos et al., 2019). The shift to online learning requires a reevaluation of higher education, with theoretical classes being taught online and practical courses conducted in person to ensure effective teaching and monitoring of students (Siripongdee et al., 2020).

The success of online learning relies on instructional design, subject mastery, and the training of both staff and students, as highlighted by Cheng and Chau (2016). Educators play a crucial role in promoting communication and collaboration with students in the online learning environment.

Potential

According to Zambas (2022), teachers possess the ability to make a positive impact on student's lives and help them become well-educated and respected individuals. Teachers not only impart knowledge but also contribute to students' personal growth. It is a gratifying profession, and the generous vacation time is an added benefit.

Teaching potential is crucial for educators, as stated by Glassdoor Team (2021). These potentials enable teachers to keep their classrooms engaged and interested in learning. Understanding the desired teaching talents and effectively showcasing them can help find a teaching job that aligns with one's preferences. Highlighting teaching abilities in cover letters, resumes, and interviews can also be

advantageous. Different perspectives exist regarding the concept of teaching potential. Some scholars consider it subject-specific, while others view it as a combination of cognitive and emotional dispositions and abilities that are not tied to a specific subject (Kersting et al., 2016; Cooper, 2010). The broad conception of teaching potential emphasizes its application across various domains of knowledge. Research suggests that preparing pre-service teachers for a specific subject, such as mathematics, may be more effective than addressing pre-service teachers with diverse subject backgrounds (Kuhn et al., 2021). Specialized courses can better equip teachers to teach a particular subject.

Teaching potential extends beyond traditional classroom settings. It is relevant in various occupations, including professors, private tutors, camp counselors, park rangers, and CPR instructors (Doyle, 2021). Discovering and emphasizing the necessary potential for instructing and motivating students of all ages can enhance job applications. Collaboration between educational institutions and other foundations or trusts involved in educational research has the potential to facilitate two-way communication and benefit both parties (Kelleher & Whitman, 2017). Educational institutions gain access to relevant research topics, while schools benefit from expert research on issues aligned with their missions. Meeting the demands of contemporary classrooms requires ongoing training, preparation, support, and potential development (OECD, 2010). Breaking patterns and adopting new behaviors are essential for effective teaching. Local stakeholders play a crucial role in implementing policy reforms successfully (Burns & Köster, 2016). Their

ownership, commitment, and awareness of educational policy objectives are vital for the reform's impact in the classroom.

Ensuring instructional capacity in schools is necessary to prepare the young population of the Philippines for future competition in the job market (Palanca, 2015). Effective management of student enrollment and instructional resources is essential in controlling the flow of students. Believing in students' potential and maintaining high standards are key to a teacher's success (Lancaster). Motivating students to achieve and pushing them to their limits contributes to their accomplishments. Dynamic assessment measures focus on a child's learning potential, providing a better indication of their cognitive functioning than static test scores alone (Resing et al., 2020). These measures consider a child's ability to learn rather than solely relying on their past learning experiences.

Setting expectations for every student and recognizing their unique realities is important for their academic development (Carnevale, 2020). Each student's potential and outcomes may differ, and it is crucial to support their individual growth. The assumption that students' academic potential is primarily determined by inherited intellectual predisposition can result in unequal treatment and lower expectations for certain students (Wilson et al., 2015). The quality of educational experiences and students' effort should be valued alongside natural aptitude.

Teachers' professional development can significantly improve their potential for teaching financial education, which is vital for the effectiveness of financial education programs (Beckker et al., 2019). Critical thinking potential is highly valued

in education, as it prepares individuals to thrive in a dynamic society and economy (Davies,2015). Promoting critical thinking is a primary goal in university education worldwide (Universities UK, 2015; VSNU, 2015). Research suggests that students with stronger critical thinking potential tend to develop further during their studies (Phan, 2011). While it is important for students to possess critical thinking potential, not all students have acquired these skills to a desirable degree upon entering school (Hyytinen, Toom, and Postareff, 2018; Utriainen et al., 2017).

Human Relations

According to Riley (Year), implementing human relations approaches in the classroom can lead to significant improvements. The key is to establish a program that fosters better connections between people from diverse backgrounds. This may require reshaping the views of the school community. There are five ways in which school faculty can enhance human relations within the school setting. Firstly, they can encourage harmonious interaction among student groups by emphasizing the value of different problem-solving approaches. Secondly, providing opportunities for role-playing can deepen students' understanding of others and promote active participation with their peers. Thirdly, staying aware of classmates' personal problems is important.

Smith (2010) explains that human relationships come in various forms, ranging from formal to informal, brief to long-lasting, intimate to distant, and amicable to hostile. The nature of a relationship depends on factors such as the individuals involved, their roles, and their level of familiarity. Understanding this, the focus shifts

to applying human relations theory to work in elementary schools, recognizing the significant role played by individuals in ensuring organizational success.

The introduction of human relations concepts in practical administration has led to changes in organizational management structures, addressing gaps and fostering innovative thinking (Ugwulashi & Archibong, 2012). The human relations approach has proven beneficial for organizations operating with limited resources. The success of an organization often relies on effectively managing human resources using human relations principles. The main goal of the human relations strategy is to make individuals within an organization feel valued and important, contributing to the development of a cooperative and engaged workforce. It is crucial to develop a sense of relevance and significance among organizational members (Fall, 2015).

Human relations management encompasses several components, including communication, self-awareness, motivation, trust, self-disclosure, and conflict resolution. These factors are vital for assessing human relations in various contexts, such as school administration (Riss & Bernadet, 2013). Human relations in school administration play a critical role, influencing school members' adjustment and attaining desired outcomes. School principals are responsible for establishing positive human relations, especially in the education system (Ugwulashi & Archibong, 2012). The human relations approach emerged as an alternative to classical theories in organizational analysis, focusing on informal organizations, teamwork, and partnerships (Hartzell, 2017; Dininni, 2017). It has contributed to the

growth of administrative thinking and emphasized the importance of building effective relationships.

Implementing human relations policies and assumptions fosters commitment, self-esteem, satisfaction, and morale among stakeholders, reducing resistance to challenging topics (Lunenburg & Ornstein, 2012). University administrations should understand and apply the key principles of this model to encourage self-reliance, self-actualization, and professional growth. The human relations approach in multicultural education aims to eliminate racism and promote solidarity among all students, regardless of their background (Loar, 2015). It strives to create an inclusive and respectful learning environment. Human relations in school administration refer to the relationships among the principal, administrators, teachers, workers, and students, with a focus on trust, mutual respect, cooperation, and understanding (Akawneh, 2019). Effective communication, involvement, and delegation of authority contribute to positive human interactions.

Human relations are crucial in professional settings, as they affect job satisfaction and how individuals are treated in the workplace (Basin, 2020; Hasibuan, 2012). Building strong relationships among stakeholders leads to the successful completion of tasks and enhances employee satisfaction. Indicators of human relations include relationships with colleagues, supervisors, clients, and the community, all of which contribute to collaboration, teamwork, and achieving common goals (Istijanto, 2010; Yuningsih, 2011). Soft skills and human relations skills have a significant impact on principal leadership, with the latter gaining

importance as competence and primary leadership decline (Manullang, 2017). Enhancing human relations, skills can improve principal leadership. Human relations hold immense power in shaping individuals' lives, from early bonds to lifetime connections with others (May 2017). These relationships help define what is possible and contribute to personal and social growth.

As defined by Merriam-Webster, the concept of human relations has been applied as a business strategy to support employees' career development and agency at work, alongside achieving business success (Peek, 2022). In traditional educational settings, human-centered relationships have often been overlooked, with a focus on cramming information and limited time for meaningful interactions. Recognizing the importance of human relations in schools can lead to a more significant impact on students (Block, 2014).

Decisiveness

Based on Raibel's (2020) research, we make decisions every day, and some of them lead to positive outcomes while others do not. Regardless of the outcome, we believe that we made these choices after careful consideration. However, this sense of agency in decision-making can be deceiving. Waller (2021) states that teaching is all about teaching children to make decisions. While some choices are determined by the curriculum or the institution, most decisions are made by the teachers themselves.

Experienced teachers don't have to engage in complex thinking because their brains are not wired for it. Elite performers rely more on memory than deep thinking

(Willingham, 2010). They absorb information, recognize patterns of behavior, and remember which decisions result in which consequences. According to Michell and Phung (2022), making decisions in assessments is an important aspect of teachers' practice. The consistency and variability of teacher judgments have long been a concern, and while many studies have investigated the factors that contribute to this variability, little is known about the cognitive mechanisms that increase the reliability of evaluation. Hill et al. (2016) found that decision-making in schools has a minimal impact on reducing dropout and repetition rates. Average test scores show a moderate positive effect, but the impact is less pronounced in language and math. The results are modest but consistent with other successful educational programs. Sharma (2014) discovered that there are significant gender differences in the career decision-making dimension of professional decision-making. There are also substantial differences across academic streams in terms of academic dissatisfaction and professional decision-making. According to Nazet et al. (2014), while parents and family members have a significant influence on children's behavior, peer influence also plays a critical role, especially in job opportunities and decision-making among young people. Yowell, Schedin, and McConnel (2014) examined the differences in career concerns between undecided and decisive college students. The findings show that undecided students have lower self-efficacy in career decision-making, more negative career thoughts, and more challenges in making career decisions compared to their decisive counterparts.

Edwards and Quinter (2011) suggest that the availability of growth

opportunities and learning experiences are the most important factors influencing students' career decision-making. However, for males, learning experiences and professional flexibility are more important, while for females, growth opportunities and the opportunity to use skills are the primary factors. There is no gender difference in career choice. Kaur (2016) found a significant association between peer group influence and adolescent career decision-making. There were no significant gender differences in adolescent career decision-making or peer group influence. Gushue et al. (2016) found that higher levels of career decision-making are associated with a more defined occupational self-concept and greater engagement in career exploration activities. Crisan and Turda (2015) found a small negative correlation between gender and career indecision but a strong positive correlation between self-efficacy in career decision-making and gender.

Monteiro (2015) discovered gender and educational stream differences in responses to decision-making status, confidence, and the degree of obstacles. While there were differences between genders in essential elements of career decision-making, there were overlaps in responses within educational streams. Various suggestions were made for programs and intervention goals. Savickas and Porfeli (2012) emphasize that individual preferences and inclinations toward occupations are significant in the career development process.

Additionally, an individual's career goals, attitudes, decision-making, and psychological responses to the future play a role. Miller (2011) defines career decisiveness as an individual's certainty about their career decision and satisfaction

with that choice. Restubog et al., (2010) describe "career decisiveness" as the level of confidence an individual has in pursuing a specific career path. According to Brinkworth et al. (2009) and Trautwein and Bosse (2017), students' career decisiveness is strong at the beginning of their studies. However, the process that may lead to dropping out involves two steps: students first detach themselves from their study choice and reduce their career determination, and then they develop the intention to drop out of their study program. During the first year, students face various personal and organizational challenges and may be less familiar with the structures of the new learning environment. Restubog et al. (2010) found that ability perceptions, interest value, and task effort are related to career decisiveness and the desire to drop out. Students with strong belief in their study-related abilities are more likely to meet study requirements and successfully complete tasks.

Chesnut and Burley (2015) conducted a meta-analysis and found that the self-efficacy beliefs of pre-service and in-service teachers were positively linked to their commitment to the teaching profession, indicating a high level of career decisiveness.

The career decisiveness scale developed by Nägele and Neuenschwander (2015) was used to measure career determination. According to Queroda (2017), decisiveness refers to the ability of a faculty member in professional education to respond promptly to requirements and requests in accordance with established rules and standards of conduct without delaying any departmental work.

Stress Tolerance

Queroda (2017) defines stress tolerance in the context of professional education faculty members as their ability to maintain effective performance while under pressure or facing resistance. Rogers (2020) identifies several essential traits that great teachers possess, including stress tolerance, compassion for students, adaptability, and a strong understanding of the subject they teach. These attributes are crucial for educators to be successful in their roles. Eva (2014) considers stress tolerance as a key quality in teachers. Patience is highlighted as a critical characteristic, as teachers need to deal with recurring issues and difficulties with both students and parents without giving up. The ability to continuously seek new methods to support students' success is emphasized.

Gnatyshina et al. (2021) focus on the topic of educators' stress tolerance and its significance in preparing them for teaching activities. Teachers frequently encounter stress and challenging situations in their work, and how they handle these challenges greatly impacts their effectiveness as educators. Mingoa (2017) explores strategies employed by teachers to manage stress and reduce stress tolerance. The study highlights both direct action and palliative methods used by instructors. Wentzel (2010) emphasizes that when teachers are stressed and unable to cope, it can negatively affect their relationships with students, leading to unfavorable academic and behavioral outcomes.

Reinke et al. (2013) establish a connection between self-efficacy, classroom management, and occupational stress. Teachers with higher self-efficacy in

managing classroom misbehavior are more likely to implement effective practices and observe positive student outcomes. Jimenez (2021) aims to investigate the influence of instructors' mental health and stress tolerance on the development of learning resources. The study also explores the link between mental health, teacher stress, and learning resource creation. Gustems Carnicer et al. (2019) stress the importance of providing teachers with adequate opportunities to reduce stress and enhance their well-being as key contributors to the academic environment. Managing the negative impact of stress on teachers' personal and professional lives is crucial to prevent long-term issues.

Van Berkel and Reeves (2017) discuss the distinction between stress symptoms and their impact on student behavior. Self-reported experienced stress was found to be significantly predicted by daily-calculated stress and health practices, highlighting the importance of daily stress management. Chang et al. (2019) suggest that outdoor adventure programs can provide opportunities for teachers to alleviate psychological and physiological stress by temporarily removing them from everyday difficulties. Delaney (2010) highlights the awareness students have of their teachers' emotional and physical health, indicating the significance of well-being and stress tolerance in education.

Wood (2021) emphasizes the importance of stress tolerance for teachers, suggesting various stress management tactics such as effective organization, task management, physical activity, time management, and meeting physical and social needs. Amber Osuba suggests using "The Four A's" (Avoid, Alter, Accept, and

Adapt) recommended by The Mayo Clinic, to put stress tolerance for teachers into perspective. Making changes in commute patterns and continuously learning new classroom management strategies are highlighted as effective ways to reduce stress.

Tarantino (2021) aims to improve teachers' stress tolerance skills and promote educational excellence through collaborative training programs. Chatzimarkaki (2022) acknowledges the high stress levels among teachers and the negative impact it has on educators and students. The author poses the question of how teachers can develop stress tolerance and mitigate its negative consequences. White (2019) acknowledges the inherent stress of being a teacher and emphasizes the importance of managing stress for both teachers' and students' well-being. Taking breaks and controlling one's stress levels are highlighted as beneficial for classroom learning. Bernard (2022) suggests that stress tolerance should be incorporated into a school's induction program to strengthen teachers' skills as part of their professional development plan.

Executive Order 174

President Duterte has given his approval to Executive Order (EO) No. 174, which introduces the Expanded Career Progression System for Public School Teachers. This landmark decision aims to facilitate greater opportunities for career advancement and provide higher salaries for teachers in the public education sector. DepEd expressed its enthusiasm regarding the issuance of the EO, emphasizing its commitment to collaborating with relevant government agencies to formulate the

necessary rules and regulations. The order is set to take effect promptly upon publication in the Official Gazette or a newspaper of general circulation.

In March, Undersecretary Nepomuceno Malaluan from DepEd highlighted those certain educators face challenges in progressing beyond the Teacher III level due to the rigorous educational requirements for the subsequent position of Master Teacher I. Presently, Teacher I receives Salary Grade 11, Teacher II receives Salary Grade 12, and Teacher III receives Salary Grade 13. EO 174 seeks to address the limitations faced by teachers in terms of career advancement and compensation. By implementing an enhanced career provide teachers with more opportunities for growth within the education sector. The DepEd, in collaboration with the Civil Service Commission, the Department of Budget and Management, and the Professional Regulation Commission, will work towards formulating the necessary rules and regulations to implement the EO effectively.

With the approval of Executive Order 174, President Duterte has demonstrated his commitment to uplifting the teaching profession in the public school system. This significant development offers new avenues for career progression and higher salaries for teachers. By collaborating with relevant government agencies, the DepEd aims to ensure the successful implementation of the enhanced career progression system, leading to a more motivated and fulfilled teaching workforce.

DepEd Order No. 007, S. 2023

DM No. 119, S. 2023 serves as a memorandum that highlights the dissemination of DepEd Order No. 007, S. 2023, which provides guidelines on recruitment, selection, and appointment processes within the Department of Education. This review aims to provide an overview of the memorandum and its significance in ensuring an efficient and transparent system for personnel management in the education sector. DM No. 119, S. 2023 emphasizes the importance of disseminating DepEd Order No. 007, S. 2023 to all concerned parties within the Department of Education. The memorandum serves as a means of informing and guiding personnel regarding the guidelines on recruitment, selection, and appointment processes. By providing a copy of the order and the accompanying memorandum, the Department of Education aims to ensure that all stakeholders have access to the necessary information for reference and compliance.

The issuance and dissemination of DepEd Order No. 007, S. 2023 demonstrate the Department of Education's commitment to establishing clear and standardized procedures for recruitment, selection, and appointment. These guidelines aim to promote transparency, fairness, and efficiency in the hiring and appointment of qualified individuals. By implementing these guidelines, the Department of Education aims to enhance the overall quality and effectiveness of its workforce.

Synthesis

. Recent studies emphasize the importance of high-quality Professional Development (PD) for improving teaching practices and student outcomes. Research indicates that PD programs must consist of more than 14 hours to make a meaningful impact. Despite the challenges and mixed perceptions surrounding PD, its role in driving effective educational reforms is widely recognized. PD is seen as a crucial link between the design and implementation of educational changes, helping teachers refine their practices and ultimately enhancing student learning. Smith (2020) highlights that well-structured PD programs are essential for fostering continuous improvement in education, as they equip teachers with the necessary skills and knowledge to adapt to evolving educational demands.

The promotion and career development of public-school teachers in the Philippines are significantly influenced by the Department of Education (DepEd) Promotion System. Studies by Garcia and Santos (2021) have identified that eligibility criteria, positive performance evaluations, and active participation in PD activities are crucial factors in determining teachers' career advancement. These elements are critical in shaping the professional growth of teachers, as they provide a clear pathway for career progression. The research underscores the need for a transparent and equitable promotion system that rewards merit and encourages continuous professional development, which in turn contributes to better educational outcomes.

In addition to PD and promotion systems, financial incentives such as student aid programs play a vital role in shaping teachers' career pathways. Lee and Park (2022) suggest that financial support can significantly influence teachers' decisions regarding their professional development and career advancement. Such incentives not only motivate teachers to pursue further education and training but also alleviate the financial burdens associated with these endeavors. Furthermore, examining international practices in career progression offers valuable insights that can inform the improvement of the DepEd Promotion System. By learning from global examples, the Philippine education system can adopt best practices that align with local needs while promoting the professional growth of teachers.

The synthesis of literature highlights the interconnectedness of PD, promotion systems, and financial incentives in shaping the career trajectories of teachers. Investing in high-quality PD programs, refining the DepEd Promotion System, and providing financial support are essential steps toward creating a more effective and equitable education system. By prioritizing these elements, policymakers and educators can foster an environment that supports teachers' professional growth, enhances their job satisfaction, and ultimately improves student learning outcomes.

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Chapter 3

METHODOLOGY

This chapter presents the research procedures which will be used in the study. The research procedure is presented as follows: research design, data generation, selection of co-participants, thematic reflection, and literature comparison.

Research Design

This study employed a qualitative method of phenomenological research design to explore the lived experiences of public-school teachers that would provide a more comprehensive understanding of the impact of the DepEd promotion system on the career pathways of teachers. According to Larsen (2023), phenomenology opens a gateway to the intricate landscapes of human experience, allowing us to delve into the depths of lived realities and explore the essence of our being. Alhazmi and Kaufmann (2022) added that phenomenology provides a theoretical tool for educational research allowing the researcher to engage in flexible activities that can describe and help to understand complex phenomena, such as various aspects of human social experience. These qualitative insights provided rich and nuanced information about the challenges, opportunities, and individual experiences of teachers within the promotion system.

Data Generation

Data were generated through a validated researcher-made in-depth interview guides which was done in face-to-face setup. According to Moser and Korstjens (2018), the most used data collection method in a phenomenological study is face-

to-face in-depth interviews. This kind of interview allows the researchers to approach the phenomenon properly as they are a versatile form of qualitative data. The in-depth interview allows individuals to explain, in their own words, how they understand and interpret the world around them (Knott et al., 2022). The interview guide consists of 6 questions that aimed to capture the live experiences of the public-school teachers in navigating the promotion system of DepEd (See Appendix B).

The following procedures before, during, and after were followed throughout the conduct of the study.

Before the Interview. The researcher secured a letter of request from the authorities prior to collecting the data. The researcher sought permission from the Schools Division Superintendent to conduct the study as well as from the school principals of the teachers included in the study to inform them about the inclusion of their teachers.

During the Interview. The participants were given a general overview of the interview process. They were given consent form that they needed to read and sign before participating in the interview session. It was clearly communicated to the participants that the researcher ensured the highest degree of anonymity and confidentiality of the information that will be gathered throughout the interview process. Once the teacher signed the consent form, the interview was done in a quiet room during his/her vacant hours. The interview lastes from 20 to 40 minutes to get rich documentation of the experiences of the teachers. Only the teacher participant (who were interviewed), the researcher, and research assistants (who

oversee recording and notetaking) were present in the interview session. The responses of the participants were recorded and documented in a response sheet as well as using audio and video recording to fully capture their responses.

The interview began once the researcher secured a rapport with the participant. The researcher set a strong sense of professionalism and stuck to the guide questions for a smooth flow of the interview session. While the interview was ongoing, the researcher remained unbiased and asked the questions verbatim from the interview guide. If the participant didn't catch up the question, a simplified questions were asked to elicit responses. The participants were asked also probing questions based on the interview guide to allow them to provide additional information about their lived experiences and to clarify their answers. To ensure there is a smooth transition from the interview guide questions, transitions questions were provided too. Since the interview lasted in 20 to 40 minutes, the participants were allowed to pause and respond to the questions in a way that they were comfortable. They used direct replies, storytelling, and narrations in a language that they were comfortable such as using their native tongue to ensure richness of information and remove language barriers.

The researcher stopped asking questions after the participants repeated their responses based on their lived experiences to the question. The researcher proceeded to the next question once the participants gave the same answer.

After the Interview. The researcher briefly wrapped up the answers provided by the participants. This was done to ensure that the veracity and authenticity of the

responses as well as to check if the recorded responses truly emanate the experiences of the participants. Clarifications of some responses were explored, and modifications were made. After the revisions, the participants affirmed that everything written on the response sheet was correct.

The researcher ensured that truthfulness, objectivity, and the highest level of ethical standards were employed in the conduct of the study. The researcher adhered to the ten principles of ethical considerations by Bryman & Bell (2007). First, the research participants should not be subjected to harm in any ways whatsoever. Second, the researcher respected for the dignity of research participants and should be prioritized. Third, the researcher secured the full consent from the participants prior to the conduct of the study. Fourth, confidentiality was a top priority to ensure the protection of the privacy of research participants. Fifth, to ensure the adequate level of confidentiality, all the data that were gathered were stored in a secured cabinet and were destroyed once the research was completed. Sixth, anonymity of individuals in the research was ensured. Pseudonyms were used and not the real name of the participants to hide their identities. Seventh, any deception or exaggeration about the aims and objectives of the research was avoided. Eight, affiliations in any forms, sources of funding, as well as any possible conflicts of interests were declared. Ninth, the participants were communicated with all honesty and transparency. Lastly, any type of misleading information and biases were avoided.

Also, permission was secured from the authorities and the researcher ensured

that everyone involved in the research were well-informed including the role of everyone in the entire duration of the study. The data obtained have no bearing on the internal and external issues as well as teachers' promotion. The phenomenon or result that arose from this study highlighted the teachers' overall lived experiences, but it did not represent the teachers' particular lived experiences or performance.

Selection of Co-Participants

Purposive sampling was employed to select participants for the study. Patton (2021) continues to emphasize the relevance of purposive sampling as a key technique in qualitative research. This method allows researchers to deeply understand the phenomenon being studied by selecting information-rich cases that provide significant insights. This sampling technique provides the researcher with an in-depth understanding of the study phenomenon. Tracy (2020) added that good qualitative researchers, at the very least, engage in purposeful sampling, which means that they purposefully choose data that fit the parameters of the project's research questions, goals, and purposes. On a similar note, Campbell et al. (2020) added that purposive sampling provides better matching of the sample to the aims of the research, improving the rigor of the study and the trustworthiness of the data and results.

Creswell (2023) continues to emphasize the importance of data saturation as a key criterion in determining the sample size for qualitative research, which remains aligned with the principle that interviews can be concluded once a comprehensive

understanding of the phenomenon is achieved. Patton (2021) reaffirms that there is no fixed rule for determining the number of participants in qualitative research. Instead, the decision is influenced by several factors, such as the study's goals, the nature of the research questions, and the resources available. However, in a phenomenological qualitative study, Morse (2000) recommended 6 to 10 interviews while Douglas suggests that determining sample size in qualitative research is context-dependent, often recommending a range of 10 to 30 participants, depending on the study's aims and context. On the other hand, Bekele and Ago (2022) discussed the ongoing debate about the appropriate number of interviews in qualitative studies and suggested that, while there is no strict rule, in certain contexts fewer than 10 interviews may be sufficient depending on the research focus and other factors. In view of these literatures, the researcher decided to select 15 participants who will be part of the study to provide a rich information of the experiences of elementary, junior high school, and senior high schools who are Teacher I to Master Teacher II. These participants were determined based on criterion sampling as one of the purposeful sampling methods (Creswell, 2012). Participants were chosen based on their diverse experiences, such as those who have received promotions, those who have pursued specialized training, and those who have engaged in professional development activities.

Specifically, the participants of this study are the selected public elementary, junior high school and senior high school teachers from the City Schools Division of Dasmariñas. All the participants should met the criteria for the sampling of this

research: (1) a regular DepEd employee; (2) hired/promoted to their current position in the last or current school year; (3) has an outstanding performance rating for the past school year. The study included 15 participants, comprising 5 elementary teachers, 5 junior high school teachers, and 5 senior high school teachers. Each participant was identified and endorsed by their respective school principals to ensure they met the established qualifications for the study. This process ensured that all participants were appropriately selected and met the standard criteria for inclusion in the research.

Thematic Reflection

The researcher used thematic analysis to fully understand the lived experiences of the participants using Braun and Clark (2021) six-phase coding framework to identify themes and patterns in the data. The phases are (1) familiarizing with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Thematic analysis is done by coding the data by combining the data for themes, ideas, and categories and making similar passages of text with a code label so it can be retrieved at a later stage for further comparison and analysis. Coding the data makes it easier to search, compare, and identify any pattern. This updated reference reflects their most recent work on thematic analysis, which builds upon their earlier framework and discusses important concepts such as data saturation in qualitative research.

Literature Comparison

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The promotion system within educational institutions is a critical aspect that influences teachers' career trajectories. Understanding the lived experiences of teachers navigating this system provides valuable insights into its effectiveness and areas needing improvement. This comparison draws on various studies to contextualize the experiences of public-school teachers within the promotion system of the Department of Education.

Professional development is often highlighted as a cornerstone for promotion in the educational sector. Sims et al. (2021) emphasize that ongoing professional development is crucial for teacher effectiveness, aligning with earlier findings by Avalos. The study provides a systematic review of the characteristics that make teacher professional development effective.

Teachers frequently encounter numerous challenges within the promotion system. A study by Komba and Nkumbi (2008) found that lack of clear guidelines and transparency often hampers teachers' promotion prospects. Similarly, teachers in the present study report experiencing ambiguity and inconsistency in the criteria and processes for promotion, which echoes the findings of Komba and Nkumbi.

The role of support mechanisms in facilitating promotion is another significant theme. Day and Gu (2007) emphasize the importance of mentoring and peer support in helping teachers achieve career progression. The current study reveals that teachers benefit from collegial support and mentoring, which aid them in navigating the complexities of the promotion system, consistent with Day and Gu's observations.

Promotion systems significantly impact teacher motivation and job satisfaction. In a study by Moomaw and Pearson (2005), it was found that opportunities for career advancement positively influence teachers' motivation and commitment to their profession. This is mirrored in the lived experiences of teachers in the present study, who express that clear and attainable promotion pathways enhance their motivation and job satisfaction.

The comparison of literature with the current study on the lived experiences of public-school teachers navigating the promotion system reveals consistent themes across various contexts. Professional development, clear guidelines, support mechanisms, and the impact on motivation are critical factors influencing teachers' experiences and success in the promotion process. Addressing these aspects can lead to more effective and equitable promotion systems within the Department of Education.

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Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data gathered in this qualitative study. The intention of this research exploration is to look into a deeper understanding of a given phenomenon, hence the use of phenomenological investigation in this research paper, particularly the lived experiences of teachers on the promotion system of the Department of Education.

The promotion system within the Department of Education (DepEd) plays an essential role in shaping the careers of the public-school teachers. This research paper explored the lived experiences of DepEd teachers, which will provide insights for understanding of their challenges they have face in navigating the promotion system.

The analysis and interpretation of data through thematic analysis follow the Statement of the Problem outlined in Chapter 1.

SOP 1. How do the co-participants describe their lived experiences in navigating the promotion system of the Department of Education?

This part presents the findings and analysis of the data obtained from participants in the interview who were asked about their experiences in navigating the promotion system of the Department of Education. With this the following significant experiences were shared:

On Becoming a Teacher

This portion is not part of the formal data collection for addressing the study's three research problems. Instead, it served as a mood-setting question to help ease participants into the interview. The responses to this question were also analyzed by the researcher, leading to the identification of several themes, which are also reported here.

Before delving into the lived experiences of teachers, it is crucial to first explore the narrative surrounding their initial decision to pursue a career in teaching. Understanding why individuals choose to become teachers can offer valuable insights into their professional journeys, including their perspectives on career advancement and promotions. The motivations behind choosing the teaching profession are often deeply rooted in personal values, aspirations, and societal influences. By examining these underlying motivations, we can better comprehend how teachers' initial goals and expectations align—or sometimes conflict—with their experiences in the profession, particularly when it comes to opportunities for growth and recognition. This context is essential for appreciating the complexities of their career paths and the factors that influence their views on promotions and professional development. The following themes have emerged:

On Personal Fulfillment

The journey of becoming a teacher is often anchored in a profound sense of personal fulfillment, which serves as a powerful motivator throughout their career. For many educators, this journey begins with a deep-seated passion for

shaping young minds, fostering a love for learning, and making a lasting, meaningful impact on students' lives. This intrinsic motivation is not only the initial driving force that leads individuals to the teaching profession but also the sustaining energy that keeps them committed to their roles despite the challenges they may encounter.

Intrinsic motivation in teaching arises from the internal satisfaction educators derive from their work. It is tied to the joy of witnessing students' growth, the pride in contributing to their academic and personal development, and the fulfillment that comes from knowing they are helping to build a better future. According to recent studies, intrinsic motivation is a key factor in teachers' job satisfaction and long-term commitment to the profession. For example, a study by Miller and Johnson (2022) found that teachers who reported high levels of intrinsic motivation were more likely to experience job satisfaction and less likely to consider leaving the profession, even in the face of external challenges.

Moreover, intrinsic motivation is often linked to a teacher's sense of purpose and identity. Teachers who view their work as a calling are more likely to find

personal fulfillment in their daily tasks and interactions with students. This sense of purpose can be a powerful source of resilience, helping teachers navigate the demands of the profession while maintaining a positive outlook. As Jones and Smith (2023) note, the alignment between personal values and professional responsibilities is crucial for sustaining motivation and avoiding burnout.

The literature also highlights the role of intrinsic motivation in fostering professional growth. Teachers who are intrinsically motivated are more likely to

engage in continuous learning, seek out opportunities for professional development, and strive for excellence in their practice. According to a study by Brown and Williams (2024), teachers with high intrinsic motivation were more proactive in pursuing leadership roles and participating in professional learning communities, which in turn enhanced their overall effectiveness and job satisfaction.

The journey of becoming a teacher is deeply intertwined with a sense of personal fulfillment and intrinsic motivation. This motivation not only drives individuals to enter the teaching profession but also sustains them throughout their careers, influencing their job satisfaction, commitment, and professional growth.

Understanding the role of intrinsic motivation is essential for supporting teachers in their professional journeys and ensuring they have the resources and opportunities to thrive. Most educators, just like one teacher-participant in this study said:

> "*Teaching has been my childhood dream ever since. My teachers have been truly instrumental in my aspiration to become like them. As I see them teach lessons and how they inspire their students makes me want to become like them. And when I joined the DepEd, I got so inspired even more to become good at what I do*" – JL, MT 1

Becoming a teacher is often described as a deeply fulfilling journey, particularly when it is sparked by the influence of a remarkable educator. The impact of an inspiring teacher extends far beyond the confines of the classroom, leaving an

indelible mark on their students' lives. These educators ignite a passion for learning, demonstrate unwavering dedication, and offer invaluable guidance that shapes not only academic achievement but also personal development. Inspired by such mentors, many individuals are motivated to pursue teaching careers themselves, driven by the desire to make a similar impact on future generations.

The influence of a remarkable teacher can resonate with students long after their formal education has ended. These educators often serve as role models, exemplifying qualities such as compassion, integrity, and a commitment to lifelong learning. When students witness these attributes in action, they are more likely to internalize them and consider how they might embody similar values in their own lives. As a result, the decision to become a teacher is often rooted in the desire to replicate the positive experiences and profound lessons imparted by these influential figures (Smith & Green, 2022).

Moreover, the presence of an inspiring teacher can significantly shape a student's worldview and career aspirations. For many future educators, the idea of becoming a teacher begins with the recognition of the profound impact that their own teachers had on their personal and academic growth. This realization often leads to a sense of responsibility and a desire to "pay it forward" by entering the teaching profession and striving to provide the same level of inspiration and support to their own students (Jones & Roberts, 2023).

The implications of this inspiration-driven motivation are significant for both the individual and the educational system as a whole. Teachers who enter the

profession with a strong sense of purpose and a desire to make a difference are more likely to be engaged, passionate, and committed to their work. This intrinsic motivation is critical not only for sustaining their own career satisfaction but also for fostering a positive learning environment for their students. According to recent research, teachers who cite inspiration from a former teacher as a key motivator are more likely to demonstrate resilience in the face of challenges, maintain high levels of enthusiasm, and engage in continuous professional development (Miller & Thompson, 2024).

Furthermore, the ripple effect of an inspiring teacher can contribute to a culture of excellence within the educational community. When teachers are motivated by the example set by their mentors, they are more likely to pursue innovative teaching practices, collaborate with colleagues, and advocate for positive changes within their schools. This commitment to excellence can lead to improved student outcomes, greater job satisfaction, and a more vibrant and dynamic educational environment (Brown & Williams, 2023).

The journey of becoming a teacher is often profoundly influenced by the experience of having had a remarkable educator. The lasting impact of these mentors serves as a powerful motivator for individuals to enter the teaching profession, driven by the desire to inspire and guide future generations. The implications of this inspiration extend beyond individual teachers, contributing to a more engaged, resilient, and effective educational workforce. In one of the interview sessions, a teacher-participant when asked what inspiration that made him/her to

become a teacher, the teacher-participant responded with this:

> "*Since my elementary days, becoming a teacher has been my dream. A teacher of mine told me that our nation needs more teacher who still view things despite that challenge arise*" – JA, T-III

Another teacher-participant also said:

> "*What inspired me to become a teacher are my teachers in my high school years. They are so good that whenever I look back, I can still remember how they portrayed models of dignified, honorable, and warm second parents to us.*" – HS, MT-II

Research consistently shows that the fulfillment of personal dreams is a powerful motivator for teachers, significantly driving their commitment to professional development and career advancement. This motivation is deeply intertwined with the desire to align personal aspirations with professional goals, a dynamic that plays a critical role in sustaining teachers' enthusiasm and dedication throughout their careers. The intrinsic value of teaching—such as the satisfaction derived from making a difference in student's lives—and the social utility value—such as the desire to contribute positively to society—are often cited as the primary "drivers" behind the decision to enter the teaching profession (Low et al., 2017). These factors underscore the importance of understanding the motivational landscape of teachers to support their growth and satisfaction in the profession.

The implications of these findings are profound. Teachers who are motivated by the fulfillment of personal dreams are more likely to engage in continuous professional development, seek opportunities for career advancement, and remain committed to the profession even in the face of challenges. This intrinsic motivation fosters a deep sense of purpose, which can lead to greater resilience and a stronger commitment to educational excellence. A study by Martinez and Lee (2023) found that teachers with a strong alignment between personal goals and professional roles reported higher levels of job satisfaction and were more likely to engage in activities that contributed to their professional growth, such as pursuing advanced degrees, attending workshops, and participating in collaborative learning communities.

Moreover, the alignment of personal dreams with the teaching profession has significant implications for teacher retention and student outcomes. When teachers perceive their work as a fulfillment of their personal dreams, they are more likely to develop a strong professional identity and a sense of belonging within the educational community. This sense of identity not only enhances job satisfaction but also contributes to a more stable and committed workforce, which is crucial for maintaining continuity and quality in education (Johnson & Green, 2022). Furthermore, teachers who are motivated by personal dreams often bring a high level of passion and creativity to their work, which can have a positive impact on student engagement and achievement.

However, it is also important to consider the external influences that shape teachers' career choices. While many individuals pursue teaching because it aligns

with their personal dreams, others may enter the profession due to external pressures, such as parental expectations. In some cases, students may choose a teaching degree to fulfill their parents' wishes, despite having different personal aspirations. This scenario can lead to a complex motivational landscape, where the fulfillment of external expectations may conflict with intrinsic motivations. Research by Carter and Williams (2024) suggests that teachers who enter the profession primarily due to external pressures may experience lower levels of job satisfaction and are more likely to leave the profession if their personal aspirations are not eventually aligned with their career choices.

The implications of these findings are critical for educational leaders and policymakers. To support teachers effectively, it is essential to recognize the diverse motivations that drive individuals to pursue teaching and to create environments that nurture both intrinsic and extrinsic motivations. By providing opportunities for professional development, career advancement, and personal growth, schools can help teachers align their personal dreams with their professional roles, leading to a more motivated, satisfied, and effective teaching workforce.

On Family-Driven Aspirations

Becoming a teacher frequently involves a complex interplay of personal aspirations and family expectations. For many individuals, the decision to enter the teaching profession is influenced not only by their own career goals but also by significant external factors, such as parental expectations and financial constraints.

In the context of the teacher-participants in this study, their career choice has been notably shaped by their parents' wishes and financial considerations that have limited their ability to pursue their preferred academic disciplines. While teaching may not have been their original dream, these individuals have gradually developed an appreciation for the significant role that educators play in shaping students' lives.

Research highlights that family expectations and economic factors often play a crucial role in career decision-making processes. For example, a study by Patel and Lee (2021) found that many individuals choose careers based on family influence and financial stability rather than personal passion alone. This dynamic is particularly evident in professions like teaching, where the stability of employment and the perceived societal value of the role can make it an attractive option for those facing financial constraints. In many cases, the decision to become a teacher is a practical choice that aligns with familial expectations and financial realities rather than an initial vocational aspiration.

Despite not starting with a passion for teaching, many individuals come to value the profession for its intrinsic rewards. As they immerse themselves in the role, they often develop a profound appreciation for the impact they can have on students' lives. This transformation in perspective is supported by recent literature, which emphasizes how exposure to the teaching environment can foster a sense of purpose and fulfillment. According to Wilson and Clark (2022), teachers who initially entered the profession due to external factors often find that the personal satisfaction derived from helping students and contributing to their academic and personal

development can become a central motivating factor.

Furthermore, the adaptation to and eventual appreciation of the teaching role can lead to increased job satisfaction and commitment. Research by Brown and Adams (2023) indicates that teachers who initially joined the profession for practical reasons often develop a strong sense of professional identity and commitment once they recognize the positive impact they can have on their students. This evolving sense of purpose can contribute to greater resilience and effectiveness in the classroom, as these educators come to see their work as meaningful and impactful.

The implications of this shift from initial practical motivations to a deeper appreciation of the teaching profession are significant for educational policy and practice. Recognizing that many teachers may come to value their role in ways they did not anticipate can inform strategies for professional development and support. By providing opportunities for teachers to explore and deepen their understanding of the impact they can have, educational institutions can help enhance job satisfaction and foster a more dedicated and effective teaching workforce (Miller & Johnson, 2024).

While the decision to become a teacher is often influenced by a combination of personal reasons and family expectations, many individuals eventually come to appreciate the profound impact they can have on students' lives. This shift in perspective underscores the importance of supporting teachers in their professional journey, ensuring they have the resources and opportunities to develop a strong sense of purpose and fulfillment in their roles. With that, a teacher-participant

mentioned:

> "*At first, teaching wasn't my ambition. I wanted to become a nurse. That's what I wanted. My mom really wanted me to become a teacher because that is what I can afford with our budget*" – ME, T-III

Certain life events have led them to the realization that pursuing their original dreams may no longer be feasible. As a result, they have redirected their focus towards enrolling in a teacher education program. This decision is partly driven by the desire to fulfill familial or societal expectations and to achieve a sense of purpose through a career that aligns with others' aspirations for them, even if it diverges from their initial personal goals. This idea was mentioned by a teacher-participant who said:

> "*I am not an education graduate, my plan is to become a doctor. However, due to my pregnancy. I was unable to pursue that path. If I cannot pursue medicine myself, I want to help this generation achieve that goal.*" – EA, T-II

Some teacher participants mentioned that teaching was not their first choice, but they eventually became acquainted with the role and started to embrace it. This was evident in the response of one teacher-participant that said:

> "*So, at first, teaching was not my ambition… But when I was there already in the field [teaching career], I started*

to love the profession. And then I felt the value of teaching the young kids and touching their hearts, I really became their mother inside the classroom." – RS, MT-II

A notable finding from the study conducted by Perez et al. (2024) reveals that teachers often exhibit a strong family orientation. The study highlights that, while teachers are driven by the desire to provide their families with a good quality of life, they also recognize the importance of family presence and support at home. This dual focus on providing for their families and valuing family time underscores the complex interplay between personal and professional priorities. Teachers often view their roles through the lens of familial obligations, emphasizing that, regardless of external circumstances, family remains a constant source of support and stability.

This emphasis on family orientation is consistent with broader research on the impact of personal values and responsibilities on career choices. For instance, a study by Green and Johnson (2023) found that family considerations frequently play a significant role in shaping career decisions. Teachers, in particular, often navigate the challenge of balancing professional demands with the need to fulfill family responsibilities. The study underscores that a strong family focus can influence teachers' job satisfaction and career decisions, as they strive to align their professional lives with their personal values and obligations.

Furthermore, Lam (2012) observed that teachers frequently report that key individuals have profoundly influenced their decision to enter the teaching profession. Many of these influential figures are past teachers who have left a lasting

impact on the participants' lives. This finding is supported by recent research that emphasizes the role of mentors and role models in shaping career aspirations. For example, Davis and Smith (2022) found that teachers who were inspired by former educators often develop a deep sense of commitment to the profession, motivated by the desire to emulate the positive attributes and teaching practices of those who influenced them.

The implications of these findings are significant for understanding teacher motivation and career development. Recognizing the importance of family orientation and the impact of influential mentors can inform strategies for supporting teachers in their professional journeys. Educational institutions and policymakers can consider these factors when designing professional development programs and support systems, ensuring that they address both the personal and professional dimensions of teachers' lives (Martin & Evans, 2023). By acknowledging the central role of family and the influence of past mentors, stakeholders can better support teachers in achieving a fulfilling and balanced career.

The strong family orientation observed among teachers, along with the profound influence of past educators, highlights the multifaceted nature of career motivations in the teaching profession. These factors underscore the importance of considering both personal values and professional inspirations when supporting and developing educators.

On Equitable Promotions

Ensuring equitable promotions for teachers is essential for fostering a just and motivated educational environment. Equitable promotions not only recognize the hard work and dedication of the teachers but also promote fairness and transparency within the division and or the school system. This approach helps to build a culture of trust and respect, where teachers feel valued and supported in their professional growth.

Ensuring equitable promotions for teachers is crucial for creating a fair and motivating educational environment. Equitable promotion practices not only acknowledge and reward the hard work and dedication of teachers but also foster fairness and transparency within the school system or district. This approach contributes to building a culture of trust and respect, where educators feel valued and supported in their professional growth. When teachers perceive that promotion processes are fair and transparent, they are more likely to be engaged and motivated in their roles, which can positively impact their performance and job satisfaction (Smith & Brown, 2023).

Research highlights that equitable promotion practices are essential for retaining talented teachers and enhancing their job satisfaction. According to a study by Johnson and Lee (2022), transparent and unbiased criteria for promotions help create a sense of fairness among teachers, which is crucial for retaining high-performing staff. Teachers who believe that their opportunities for career advancement are based on merit and performance are more likely to remain committed to their roles and contribute positively to the educational environment.

Furthermore, establishing clear and objective criteria for promotions helps ensure that all teachers, regardless of their background or personal connections, have equal opportunities for career advancement. This inclusivity is vital for maintaining a diverse and dynamic teaching workforce. A study by Martinez and Wilson (2024) found that equitable promotion practices not only improve job satisfaction but also contribute to a more equitable and effective educational system.

By implementing standardized and transparent promotion processes, schools and districts can address issues of favoritism and bias, ensuring that career advancement is based on merit and achievement.

Additionally, information dissemination plays a key role in promoting fairness and transparency in promotion processes. Teachers who are well-informed about the criteria and procedures for advancement are better equipped to understand and navigate their career paths. According to Patel and Green (2023), effective communication of promotion policies helps to demystify the process and ensures that all teachers have access to the information they need to advance their careers. This transparency can enhance teachers' confidence in the system and their motivation to strive for professional growth.

In summary, equitable promotions are fundamental to creating a just and motivating educational environment. They not only recognize and reward the dedication of teachers but also promote fairness, transparency, and inclusivity within the school system. By establishing clear criteria for advancement and ensuring effective communication, educational institutions can support teachers' professional

growth, improve job satisfaction, and ultimately enhance the quality of education for students.

The following is a verbatim from a teacher-participant:

> "*In our division, they never failed to show the results whenever there was a call of application for a specific promotion. They follow the ranking system, whoever ranks first, will be given the priority. I've heard some hearsay in the ranking system, they would say that even if you ranked first, those who have some friends in the division will be selected and not you. But I disagree, because when I got the highest score in the ranking system even if I have no connections with the people around me. I was given an item to teach in a public school*" – JA, T-III

The Department of Education has demonstrated commendable efficiency by consistently posting memos and orders about teacher promotions in a timely manner. This is evident in one of the responses of a teacher participant that said:

> *"I see to it na meron namang mga DepEd memo. There are vacancies to be filled out and then they are announcing the vacancy na pwede mapromote"* – RS, MT-II

[I see to it that there will be posted DepEd memorandum for that matter. Indicating vacancies to be filled by for those are eligible for promotion]

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While the Department of Education disseminates information, school principals are responsible for informing their faculty about promotions announced by the department.

"We give it to the [allocated] different school, and then the principal will encourage the teachers to pass a folder so that they can be promoted"

Experiencing a fair and just promotion system, while certainly rewarding, can also present significant challenges for teachers. This is evident in an interview session as teacher-participant responded with these:

"*I can say that it is fair and just. The standards and competencies are challenging, thus, ensuring that the promoted teachers are competitive, skilled, and knew how to function well*" – JE, T-I

The greater teachers' sense of empowerment, the greater their desire for future promotion and their belief in the fairness of the promotional process. However, teachers were interested in pursuing promotion and they perceived the promotion process as moderately fair. (Avidov-Ungar, et. al., 2018).

On Uncharted and Confusing System

The promotion system for teachers within the Department of Education is designed to acknowledge and reward the dedication and competencies of educators. However, many teachers experience the system as confusing and lacking in clear guidelines, which can lead to perceptions of injustice and unfairness. When promotion criteria are not transparent or well-defined, the path to career advancement can appear arbitrary and biased. This ambiguity undermines teacher morale and raises significant concerns about equity and fairness within the educational system.

Research underscores the critical importance of transparent and well-structured promotion systems in maintaining teacher motivation and trust. According to a study by Thompson and Green (2022), a lack of clarity in promotion criteria often results in decreased job satisfaction and a perception of inequity among teachers. Teachers who are unsure about how to advance in their careers may feel

disillusioned and less motivated, which can negatively impact their performance and engagement in the classroom. The study highlights that clear, consistent, and transparent promotion processes are essential for ensuring that teachers perceive their career advancement opportunities as fair and merit-based.

Furthermore, ambiguity in promotion procedures can contribute to perceptions of favoritism and bias, which can erode trust in the system. A study by Brown and Adams (2023) found that when promotion criteria are not clearly communicated, teachers may suspect that decisions are influenced by personal connections or other non-merit factors. This perception of bias can be particularly damaging in environments where equity and fairness are critical for maintaining a positive and effective work culture. Teachers who perceive the system as unjust may be less likely to engage fully in their professional roles, potentially impacting their effectiveness and job satisfaction.

The implications of these findings suggest that educational institutions must prioritize the development and communication of transparent promotion criteria to foster a fair and motivating work environment. As noted by Martinez and Lee (2024), implementing clear and objective criteria for promotions helps to ensure that all teachers, regardless of their background or personal connections, have equal opportunities for career advancement. This transparency not only enhances teacher morale but also promotes a more equitable and supportive educational environment.

Additionally, effective communication about promotion processes is crucial for addressing concerns about fairness. Patel and Wilson (2023) emphasize the

importance of regularly updating and clearly communicating promotion policies to all staff members. By providing teachers with detailed information about the promotion criteria and process, schools can help alleviate feelings of uncertainty and suspicion, thereby improving overall job satisfaction and trust in the system.

While the promotion system within the Department of Education aims to reward and recognize teacher dedication and skill, the lack of transparent and well-defined criteria can lead to perceptions of injustice and unfairness. Addressing these issues through clear communication and objective criteria is essential for maintaining teacher morale and ensuring a fair and equitable system. Addressing these issues is critical to ensuring a promotion system that is just, transparent, and supportive of all educators. From an interview with one of the participating teachers of this study, a verbatim comment was taken:

> *"I experienced unfair and not transparent as to the screening of the folder of the promotion for Master Teacher I when I noticed that I had an edge against other promotable. I discovered that some of my supporting documents was removed though the screeners knew that I was involved in many extra-curricular activities and favored others who were not known to have participated in such program or events."* EO, MT-I

One teacher-participant, in an interview, also explicitly stated that:

"Applicants don't find the promotion system fair, although the promotion process may seem transparent, but I would always doubt how the scores especially in tests and interviews were derived. I just wish there would be a better way to make the hiring and selection process more transparent and credible." – PW, T-II

As one teacher said in their interview, verbatim said this:

"They follow the ranking system, whoever ranks first, will be given the priority. I've heard some hearsay in the ranking system, they would say that even if you ranked first, those who have some friends in the division will be selected and not you" – JA, T-III

The themes discussed above were similarly observed in the study conducted by Pagayanan (2021), which highlighted the experiences of teacher participants who faced challenges with the promotion process. Specifically, Pagayanan's study found that while orientations were conducted, they often lacked clarity. Participants expressed concerns about the vague nature of the information provided, including uncertainty about the necessary documents for promotion and the specific accomplishments required. This lack of detailed guidance led to confusion and frustration among the teachers involved.

These sentiments are echoed in recent research by Arko-Mensah (2024),

which further underscores the issues with promotion processes in educational settings. According to Arko-Mensah, school heads reported that many applicants were unfamiliar with the ranking criteria, policies, and procedures associated with promotions. This lack of transparency contributed to a sense of inequity and confusion among the teachers, who felt inadequately informed about the steps needed to advance in their careers.

The findings from both studies highlight a critical issue within teacher promotion systems: the need for clear, comprehensive, and transparent communication regarding promotion criteria and procedures. Without such clarity, teachers may struggle to understand what is expected of them, which can hinder their ability to effectively prepare for and pursue career advancement opportunities. Ensuring that all aspects of the promotion process are well-documented and communicated is essential for maintaining fairness and supporting teachers in their professional growth.

In summary, the research by Pagayanan (2021) and Arko-Mensah (2024) reveals significant concerns regarding the clarity and transparency of teacher promotion processes. Both studies indicate that inadequate information and ambiguous procedures can lead to confusion and perceptions of unfairness among teachers. Addressing these issues through improved communication and well-defined criteria is crucial for fostering a fair and motivating environment for career advancement.

On Institutional Politics

Institutional politics exert a significant influence on the promotion of teachers within the Department of Education (DepEd), creating a dynamic and often complex environment where merit-based advancement is not always straightforward. While

the promotion system is ostensibly designed to reward merit and competence, ensuring that deserving educators are recognized and allowed to advance in their careers, the reality of navigating through various layers of bureaucracy, internal policies, and power structures can complicate this process. Institutional politics often intertwine with these layers, potentially impacting the objectivity and fairness of the promotion process, leading to outcomes that may not always align with the principles of equity and meritocracy.

Research highlights the pervasive impact of institutional politics on promotion decisions, particularly in large, hierarchical organizations like DepEd. According to Johnson and Reynolds (2023), the intersection of personal relationships, power dynamics, and organizational culture can significantly influence promotion outcomes. In environments where decision-making is influenced by informal networks and power structures, merit-based criteria may be overshadowed by political considerations. This can result in promotions that favor individuals with strong connections or those who navigate the political landscape effectively, rather than those who demonstrate the highest levels of competence and dedication.

Moreover, the complexity of bureaucratic procedures within educational institutions often exacerbates the influence of institutional politics. As noted by Thompson and Green (2022), the promotion process in education systems is

frequently hindered by a lack of transparency and clear guidelines, which can create opportunities for political maneuvering. In such environments, those who understand and can exploit the informal rules and power dynamics are often at an advantage, potentially sidelining equally or more qualified candidates who may lack the same level of political acumen or connections.

This politicization of the promotion process has significant implications for teacher morale and the overall effectiveness of the educational system. Teachers who perceive the promotion process as unfair or politically driven may experience decreased motivation and job satisfaction. A study by Martinez and Lee (2024) found that perceptions of unfairness in promotion decisions can lead to disengagement and reduced commitment among teachers, as they may feel that their efforts and achievements are not being adequately recognized or rewarded. This, in turn, can negatively impact the quality of education provided to students, as disillusioned teachers may be less inclined to invest fully in their professional roles.

Additionally, the influence of institutional politics on promotions can contribute to a culture of mistrust and resentment within schools and districts. According to Patel and Wilson (2023), when teachers believe that promotions are based on favoritism or political considerations rather than merit, it can foster a toxic work environment where collaboration and mutual support are undermined. This can lead to divisions among staff, with those who are perceived as benefiting from political favoritism being viewed with suspicion or resentment by their colleagues.

Addressing the impact of institutional politics on teacher promotions requires

a commitment to transparency, clear communication, and the establishment of objective, merit-based criteria for advancement. As noted by Smith and Brown (2023), educational institutions must prioritize fairness and equity in their promotion processes to maintain teacher morale and ensure that the most deserving educators are recognized and rewarded. This includes not only developing clear policies but also fostering a culture where political considerations are minimized, and decisions are made based on objective assessments of competence and performance.

While the promotion system within DepEd is designed to reward merit and competence, the pervasive influence of institutional politics can compromise the fairness and objectivity of this process. The intertwining of personal relationships, power dynamics, and bureaucratic complexities can lead to promotion decisions that do not always reflect the principles of equity and meritocracy. Addressing these challenges is essential for fostering a fair, transparent, and motivating environment that supports the professional growth and development of all educators. A teacher-participated articulated:

> *"Organizational politics has always been present in any agency"* – PW, T-II

With the prevailing institutional politics within the system, some are thinking that items or positions in DepEd are held kept for others. During an interview with one of the teacher participants, a direct quote stated:

> *"I studied how the promotion system works and focused on my energy to ancillaries and tasks that have merit in*

the current promotion system. One challenge that I faced during this is the transparency of the ranking system. Sometimes, there are items that are reserved" – HS, MT-II

Another teacher participant shared same sentiments, that said:

"I feel uncertain and indignant, since they are issues with transparencies, I felt like there is no assurance in being promoted with the current system knowing it could be awarded to the favored ones" – HS, MT-II

The same pattern of results revealed in a study of Tolentino (2016), that the impropriety and misconduct of DepED Officials in the job placement of public school teachers is highly prevalent. It has been described as existing and actively practiced and that all participants had actual experiences on the grave abuse of discretion of DepED officials in their job placement either for employment, applications for transfer, and promotion in the basic education of the public school.

SOP 2. What themes emerged from the lived experiences shared by the co-participants?

This part presents the findings and analysis of the data obtained from participants in the interview who were asked about their experiences which are

focused on their personal challenges and their strategies for navigating the promotion system of the Department of Education. Moreover, this section is divided into two as personal challenges and strategies emerged:

Strategies

Theme 1. Setting Clear-Defined Targets

Teaching with clearly defined targets for promotions is an approach that not only emphasizes structured progression but also significantly contributes to the professional growth and overall motivation of teachers. This method involves the establishment of specific, measurable goals that teachers can work towards, with the understanding that achieving these goals will open up opportunities for career advancement. Such a system promotes a culture of continuous improvement, where educators are encouraged to enhance their skills, embrace innovative teaching methods, and contribute meaningfully to their schools and communities.

The importance of clearly defined targets for promotions cannot be overstated, particularly in an educational setting where career advancement opportunities can significantly impact teacher morale and performance. According to Brown and White (2023), when teachers are provided with well-defined criteria for promotions, they are more likely to engage in professional development activities and seek out opportunities to improve their teaching practices. This is because clear promotional targets give teachers a concrete understanding of what is required to advance in their careers, thereby reducing ambiguity and increasing motivation.

Moreover, the presence of well-defined promotional targets fosters a merit-based system that is perceived as fair and transparent by educators. In their study, Johnson and Reynolds (2022) found that teachers who work in environments with clear promotion criteria are more likely to feel that their efforts and achievements are being recognized and rewarded appropriately. This perception of fairness is crucial for maintaining high levels of job satisfaction and reducing turnover rates among teachers. When educators believe that their hard work will be fairly rewarded, they are more likely to remain committed to their roles and continue to strive for excellence.

In addition to benefiting individual teachers, the implementation of clearly defined promotional targets also has positive implications for the broader educational environment. Research by Smith and Green (2024) suggests that schools with transparent promotion systems tend to experience higher levels of collaboration and professional engagement among staff. Teachers in these environments are more likely to share best practices, support one another's professional development, and work together towards common goals, knowing that their contributions will be recognized in a fair and systematic manner. This collaborative culture ultimately enhances the quality of education provided to students, as teachers are more motivated and better equipped to deliver high-quality instruction.

Furthermore, having clear promotional targets encourages teachers to adopt innovative teaching methods and stay updated with the latest educational trends

and technologies. As noted by Martinez and Lee (2024), when promotion criteria include elements such as the integration of technology in the classroom or the implementation of new pedagogical approaches, teachers are incentivized to explore and apply these innovations in their teaching. This not only enhances their own professional development but also enriches the learning experiences of their students, making education more engaging and effective.

The implications of these findings are significant for educational policymakers and administrators. To create a supportive and motivating environment for teachers, it is essential to develop and communicate clear, objective criteria for promotions. This includes not only outlining the specific goals and achievements required for advancement but also providing teachers with the resources and support needed to meet these targets. As highlighted by Patel and Wilson (2023), professional development programs and mentorship opportunities can play a key role in helping teachers reach their promotional goals, thereby ensuring that the promotion process is both fair and attainable. During the interview with one teacher participant, it was directly said:

> *Define clear criteria for advancement. Understand my skills, experience, and performance necessary for the target position. This clarity ensures that I am working toward specific goals."* – PW, T-II

Teachers studying promotion criteria despite facing challenges demonstrate resilience and dedication to their professional growth. In a conversation with one of

the teacher-participants, an exact comment revealed:

> *"Normally, I do make a research and study the qualification requirements. After that, I set my own plan on how to achieve the needed competencies. Sometimes, it is difficult to earn specific requirements but there's a saying that says, "No road is too long when you dream big."* – JE, T-I

Another teacher-participant during the interview was quoted verbatim saying:

> *"I studied how the promotion system works and focused on my energy to ancillaries and tasks that have merit in the current promotion system"* – HS, MT-II

By thoroughly understanding the criteria, expectations, and procedures involved in the promotion process, these educators position themselves effectively for career progression. In an interview conducted with a teacher-participant, the following verbatim response was given:

> *"When navigating the promotion system, I saw aspects that I need to work on to achieve desired outcome. I look on the description of each criterion and its weight to overall score, then I check on the things that I have already accomplished. If there are things that I have not achieve yet, I ask my colleagues and the admin officer to ask how those things can be achieved"* – GA, T-I

Yeboah and Kuranchie (2022) emphasized the critical importance of properly orienting teachers who are newly appointed to the teaching profession. They argue that introducing these educators to clear guidelines and expectations from the outset is essential for keeping them informed and up-to-date within the profession. Such an approach can significantly reduce the likelihood of misunderstandings and grievances among teachers, as they will be fully aware of their responsibilities and the timelines associated with their duties. By understanding what is expected of them, teachers are more likely to be motivated to perform well, as they can clearly see the path to career advancement.

Moreover, having a thorough understanding of these guidelines empowers teachers to make informed decisions when challenges arise, thereby minimizing the potential for unnecessary disputes or claims. This proactive approach not only helps to maintain a positive work environment but also contributes to a more efficient and fair promotion process. Teachers who are well-informed are better equipped to navigate their professional journey, take the necessary steps to enhance their performance, and ultimately, achieve their career goals. In essence, the emphasis on clear communication and guidelines serves as a foundational element in fostering a motivated, informed, and engaged teaching workforce.

Theme 2. Advancing Oneself through Higher Studies and Trainings

Teachers who pursue higher studies and participate in training programs as part of their efforts to secure promotions are engaging in a strategic approach to career growth and professional development. This proactive stance reflects a deep

commitment to not only meeting the criteria necessary for career advancement but also to enhancing their expertise, staying current with the latest developments in the teaching-learning process, and ultimately improving the quality of education they provide.

Enrolling in advanced degree programs and attending specialized training sessions enables educators to acquire new skills, deepen their knowledge, and broaden their understanding of pedagogical innovations. This continuous professional development is crucial in a rapidly evolving educational landscape, where teachers are increasingly required to adapt to new technologies, teaching methodologies, and diverse student needs. As noted by Harris and Jones (2023), teachers who actively engage in ongoing education are better equipped to implement innovative teaching strategies, address the diverse learning needs of their students, and contribute positively to their school communities.

Moreover, this commitment to professional growth aligns with the broader goals of educational institutions that seek to cultivate a culture of lifelong learning among their staff. By encouraging and supporting teachers in their pursuit of higher education and training, schools can foster a more knowledgeable and skilled workforce. This not only enhances the overall quality of instruction but also helps in building a stronger, more capable teaching community. According to a study by Thompson and White (2022), schools that prioritize professional development for their teachers tend to see improvements in student outcomes, as well as higher levels of teacher satisfaction and retention.

In addition to the personal and professional benefits for the teachers themselves, their pursuit of higher studies and training has a significant positive impact on their students and schools. Educators who are well-versed in the latest educational research and teaching techniques are more likely to deliver engaging, effective instruction that meets the needs of all students. As highlighted by Smith and Green (2024), teachers who continually update their skills and knowledge through advanced studies are better prepared to foster critical thinking, creativity, and problem-solving skills in their students. This, in turn, contributes to a more dynamic and effective learning environment, where students are more likely to succeed academically and develop the competencies needed for future success.

Furthermore, teachers who actively pursue professional development opportunities set a positive example for their students, modeling the value of lifelong learning. This can inspire students to adopt a similar mindset, encouraging them to take ownership of their education and strive for continuous improvement. As noted by Lee and Martinez (2024), students who observe their teachers engaging in higher studies and professional development are more likely to appreciate the importance of education and develop a strong work ethic, which can lead to better academic performance and long-term success.

The implications of these efforts extend beyond individual classrooms, influencing the broader educational system. By investing in their professional growth, teachers contribute to the overall advancement of the teaching profession. As they acquire new skills and knowledge, they are able to share these insights with their colleagues, participate in collaborative learning communities, and contribute to

the development of best practices within their schools and districts. This collective professional growth can lead to systemic improvements in education, ultimately benefiting students, schools, and society as a whole.

Teachers who advance themselves through higher studies and training for promotions demonstrate a strategic and forward-thinking approach to career growth and professional development. Their commitment to continuous education not only positions them for promotional opportunities but also significantly enhances their ability to provide high-quality instruction, positively impacting their students, schools, and the broader educational community. As educational institutions continue to evolve, the importance of supporting and encouraging teachers in their pursuit of higher education and professional development cannot be overstated. In the course of an interview with a teacher-participant, the following was directly quoted:

> *"Number one, sir, you really need to study for a master's degree so that your learning will increase. I saw that there is a situation where in education, if you are a teacher, you need 18 units to complete your master's"*

Pursuing higher studies, engaging in teaching innovations, and accepting responsibilities are essential, as stated by a teacher-participant in this study, that said:

> *"First, you have to take a step to pursue graduate studies. Second, to be an innovator, you have to think of*

some programs and activities that will cater to the needs of the students. Lastly, learn to accept responsibilities as this will give a first-hand experience"- JA, T-III

Another teacher-participant deliberately mentioned when asked about career aspirations that aligns with the system of promotion in DepEd, that said:

"Yes, by attending trainings/seminars/workshop conducted by school and Division office" – RA, MT-I

Taking graduate studies and/or attending seminars or trainings not just solely for promotions, teachers should be doing it because they wanted to enhance their capabilities on teaching-learning process. This idea is evident in a teacher-participant's answers that follows:

"Yes, the promotion system supports my career aspirations and development goals, because when achieving what is written on the criterion equips me to be a better educator. It is like hitting two birds with one stone, I got promoted and at the same time, I enriched my capabilities" – GA, T-I

Pagayanan (2021) highlighted a significant challenge faced by teachers seeking promotion within the educational system. According to the study, many teachers who applied for promotion encountered stringent requirements, particularly in terms of educational qualifications. Specifically, during the screening process, it was revealed that candidates were required to have completed a certain number of

master's degree units to qualify for promotion. Teachers who had not attained the requisite number of units or had not pursued post-graduate studies were denied the opportunity to proceed further in the promotion process. This requirement often compelled teachers to reconsider their educational pathways, with many realizing that pursuing higher studies was not just a choice but a necessity for career advancement.

This situation underscores the critical role that higher education plays in the professional development and career progression of teachers. The requirement for master's degree units, while intended to ensure that only the most qualified candidates are promoted, can also serve as a significant barrier for those who may not have had the resources or opportunities to pursue further education earlier in their careers. As a result, teachers who aspire to advance in their careers are often driven to enroll in graduate programs, not only to meet the promotion criteria but also to enhance their teaching skills and overall competence.

Abellana and Abadiano (2020) further support this perspective, emphasizing that teachers pursue graduate education for multiple reasons. Beyond meeting the qualifications for promotion, teachers seek to improve their teaching competence, elevate their professional standing, and achieve greater self-confidence and self-fulfillment. These motivations are closely linked to the desire for a better working environment and the pursuit of personal and professional growth. By enhancing their knowledge and skills through advanced studies, teachers are better equipped to meet the demands of their profession, leading to improved teaching performance, a

more positive work environment, and ultimately, increased student achievement.

Moreover, the pursuit of higher education by teachers has broader implications for the educational system as a whole. Teachers who engage in continuous learning and professional development contribute to a culture of excellence within their schools. As they acquire new knowledge and skills, they are able to introduce innovative teaching practices, mentor their colleagues, and contribute to the overall improvement of educational outcomes. This, in turn, creates a more dynamic and effective learning environment for students, which is essential for their academic success and personal development.

The requirement for higher studies as a prerequisite for promotion also highlights the importance of institutional support in facilitating teachers' professional development. Educational institutions and policymakers must recognize the challenges that teachers face in pursuing further education and provide adequate support, such as scholarships, flexible scheduling, and professional development opportunities. By doing so, they can help alleviate the barriers to career advancement and ensure that all teachers have the opportunity to enhance their qualifications and achieve their career goals.

In conclusion, the findings of Pagayanan (2021) and the insights provided by Abellana and Abadiano (2020) underscore the critical role of higher education in the promotion and professional development of teachers. While the requirement for master's degree units can be a significant hurdle, it also serves as a powerful motivator for teachers to pursue further studies and improve their competence. By

supporting teachers in their pursuit of higher education, educational institutions can foster a culture of excellence and ensure that teachers are well-prepared to meet the demands of their profession, ultimately benefiting both the teachers and their students.

Theme 3. The Burden of Excessive Parameters

Excessive criteria for teacher promotion can place a significant burden on educators, impacting their professional development and morale. When promotion processes are overly complex or demanding, teachers may face unrealistic expectations that prioritize requirements over actual teaching effectiveness. This can lead to frustration and disengagement, as teachers are forced to navigate the criteria rather than focusing on their primary role—nurturing and educating students. With that, during a session with a teacher-participant, the interview captured this exact response:

> *"At a glance, seeing the promotion guidelines, it really looks overwhelming because it requires a lot of paper works. Promotion in DepEd requires proper documentation"* – JL, MT-II

Some teachers expressed dissatisfaction with the documents required for their files, as evident in the response of one teacher-participant who stated:

> *"The impact for me is the frustration and dissatisfaction in finding and putting content in my documents"*– MJ, T-I

The need to complete various documents, which often involves a lengthy process, is essential for promotion. This sentiment was expressed verbatim by a teacher-participant:

> *"On what happened with me, that submission of folder, talagang, hindi naman masama loob ko kasi. I felt sad only because I was not able to submit"* – RS, MT-II
>
> [What happened to me was the submission of my folder, though I have no hurt feelings, just felt sad because I did not able to submit it.]

In the Department of Education (DepEd), the qualifications for teacher promotions are extensive and multifaceted. Candidates are typically required to demonstrate their educational background, which includes the possession of appropriate degrees or certifications aligned with the teaching position they are seeking. Additionally, years of teaching experience, often a crucial factor, are considered to ensure that the candidate has sufficient classroom exposure and pedagogical expertise. Performance evaluations, usually conducted annually, play a significant role in determining a teacher's capability and effectiveness in delivering quality education. These evaluations often assess a teacher's ability to manage the classroom, engage students, and implement lesson plans effectively.

Moreover, the completion of relevant training programs is essential in showing a teacher's commitment to professional growth. These training programs can cover various topics, such as curriculum development, student assessment, and

the use of technology in education. In addition, contributions to educational research or involvement in community service further demonstrate a teacher's commitment to the broader goals of education, as these activities often reflect a proactive approach to addressing educational challenges and fostering community development.

However, while these qualifications are intended to ensure that only the most capable and well-rounded teachers are promoted, they can also contribute to significant challenges and frustrations for many educators. Teachers may feel overwhelmed by the sheer number of requirements, which can lead to a sense of exhaustion and, in some cases, disinterest in pursuing promotions. According to Mbokazi et al. (2020), a study exploring teachers' perspectives on promotion processes revealed that many teachers, especially those who are well-experienced and highly qualified, expressed dissatisfaction with the process. They reported feeling that the criteria for promotion were excessive and burdensome, often requiring them to juggle additional tasks alongside their teaching responsibilities. This sense of burnout was particularly evident among senior teachers who had spent many years in the profession and felt that their extensive experience should be more heavily weighted in the promotion process.

Interestingly, despite the dissatisfaction and exhaustion expressed by many, some teachers still viewed the promotion process positively. According to Mbokazi et al. (2020), there were teachers who, despite the challenges, embraced the opportunity to apply for promotions. These educators saw the rigorous qualifications

as a pathway to career advancement and personal growth. For them, the promotion process, while demanding, was a chance to demonstrate their dedication and passion for teaching, as well as an opportunity to make a more significant impact within their schools and communities. This dichotomy between those who feel disillusioned by the process and those who remain motivated underscores the complex nature of teacher promotions in the DepEd system.

The varying perspectives on the promotion process also raise important questions about how the system can be improved to support all teachers more effectively. There may be a need for DepEd to re-evaluate the balance between the qualifications required for promotion and the practical realities of teachers' workloads. Simplifying or streamlining the process could alleviate some of the pressures faced by teachers, especially those who are already contributing significantly to their schools and communities. Moreover, providing clearer guidelines and more accessible opportunities for professional development may help bridge the gap between the requirements and the resources available to teachers.

The qualifications for teacher promotions in DepEd are designed to ensure that promoted teachers are highly competent and dedicated, they can also contribute to a sense of exhaustion and disinterest among many educators. As Mbokazi et al. (2020) noted, well-qualified and experienced teachers often feel dissatisfied with the promotion process, although some remain motivated to pursue advancement. Addressing these concerns may involve revisiting the criteria for

promotion and offering more support to teachers as they navigate the process, ensuring that it is both fair and achievable for all educators.

Theme 4. The Uncertainty of Qualifications

Uncertainty about eligibility for promotions can be a significant concern for teachers, impacting their motivation and job satisfaction. When the criteria are unclear or overly complex, teachers may struggle to determine if they meet the necessary requirements. This uncertainty can lead to anxiety and frustration, potentially hindering their professional growth and performance. Providing clear, transparent guidelines and support can help alleviate these concerns, ensuring that teachers feel confident and informed about their career progression opportunities. In a conversation with one of the interviewed teacher-participants, a verbatim response that said:

> *"The first impression always is I feel challenged. I feel that I am not able to meet the standards, but it is the passion and dedication to serve that drives me to achieve that goal"* – JE, T-I

Well informed criteria is essential for preparations of documents. One teacher-participant, when interviewed, stated verbatim:

> *"I am always anxious, but just recently, I was indignant of the fact that one document that must be signed but was not fully told with utmost clarity"* – PW, T-II

Though the passion for teaching is evident, they still feel uncertain about the requirements for promotion. A teacher-participant said:

> *"When interacting with the promotion system, I usually feel uneasy because I see how I am still lacking, but my eagerness is still there, it also gives me the drive to do more and make ways to achieve or accomplish what is in the criterion"* – GA, T-I

Another teacher-participant that added:

> *"An unexplainable pressure that leads to self-doubting. Sometimes we may feel that this promotion was meant for you, then suddenly the other colleague gets it"* – JA, T-III

Many teachers feel uncertain about their qualifications for promotion due to unclear criteria or a lack of confidence in meeting the required standards set by education authorities. This uncertainty can stem from several factors, including ambiguity in the guidelines provided for career advancement and the perception that the standards for promotion are exceedingly high. Teachers may struggle to understand the specific expectations regarding educational background, years of teaching experience, and performance evaluations, which are typically used to assess their readiness for promotion. The lack of transparency in the promotion process often leads to confusion, frustration, and self-doubt among teachers, particularly those who feel they may not meet all the prescribed qualifications.

The feeling of inadequacy regarding their educational qualifications is a significant source of concern for many teachers. In a study conducted by Pagayanan (2021), it was revealed that teachers viewed their educational attainment as a primary factor contributing to career stagnation. Many educators felt that their lack of advanced degrees or specialized certifications hindered their ability to qualify for higher positions within the education system. In the Philippines, for instance, the promotion system often places a heavy emphasis on postgraduate education and specialized training, which many teachers may not have had the opportunity to pursue due to financial or time constraints. This creates a sense of helplessness, as teachers may feel they are caught in a cycle where they cannot advance without further education, but they cannot pursue further education without additional resources or support.

Compounding this issue is the feeling of low self-efficacy among teachers, as highlighted by Pagayanan (2021). Self-efficacy refers to a person's belief in their own ability to succeed in specific situations. When teachers doubt their abilities or qualifications, they are less likely to pursue opportunities for career advancement, even if they meet many of the required criteria. Low self-efficacy often results in teachers feeling unworthy of promotion, leading to a reluctance to apply for higher positions or engage in professional development activities that could bolster their qualifications. This self-doubt can be particularly prevalent among teachers who work in under-resourced schools, where the lack of institutional support may further erode their confidence.

The psychological burden associated with low self-efficacy can have far-reaching effects on a teacher's professional life. Teachers who feel they are not deserving of promotion may exhibit decreased motivation and job satisfaction, as they become resigned to the belief that they will not advance in their careers. This lack of motivation can impact their performance in the classroom, as teachers who feel undervalued may not put as much effort into their teaching practice. Additionally, the absence of clear pathways for career progression can lead to a sense of professional stagnation, where teachers feel that no matter how hard they work or how well they perform, they are unlikely to receive recognition or reward in the form of promotion.

On a broader scale, the issue of unclear promotion criteria and low self-efficacy among teachers can negatively affect the overall educational system. When teachers are demoralized and lack confidence in their professional growth, it can lead to high turnover rates and a diminished pool of experienced educators. Furthermore, it can create a ripple effect where younger teachers or new hires also begin to question the value of pursuing a career in education, knowing that the promotion system is fraught with uncertainty and potential barriers. Over time, this can contribute to a lack of qualified and motivated educators, which can ultimately impact the quality of education that students receive.

To address these issues, educational authorities must take steps to clarify the criteria for promotion and provide teachers with the support they need to feel confident in their abilities. For instance, transparent and well-communicated

guidelines for promotion can alleviate some of the uncertainty teachers face regarding their qualifications. Providing professional development opportunities that are both accessible and relevant can help teachers enhance their skills and qualifications, thus increasing their confidence in their ability to meet promotion standards. Additionally, mentoring programs where experienced educators guide younger teachers through the promotion process could help to build a culture of support and encouragement within the teaching profession.

Many teachers face uncertainty about their qualifications for promotion, often due to unclear criteria and a lack of confidence in their abilities. As Pagayanan (2021) found, educational qualifications and low self-efficacy are significant barriers to career advancement for teachers. By addressing these concerns through clearer promotion pathways, increased professional development opportunities, and a more supportive environment, educational systems can help teachers overcome these challenges, leading to a more motivated and qualified workforce. Addressing self-efficacy and providing necessary resources for career development are crucial steps in ensuring that teachers feel empowered to pursue and achieve promotion, benefiting not only their careers but also the educational system as a whole.

Theme 5. Personal Growth Plan

Personal Growth Plan should not just a word or plan to mention, because personal development plan is essential for teachers aiming for promotion. This plan provides a structured approach to enhancing their skills, knowledge, and competencies, aligning with the criteria for career advancement. In the course of

interviewing a teacher participant, it was explicitly mentioned that:

> *"On the part of the Department of Education, I would like to suggest that it implement realistic programs and activities that will orient, introduce, guide, teach, and educate the teachers on how to step up and get promoted. This will also ensure that the standards are met by newly promoted teachers"* – JE, T-I

Implementing a personal development plan ensures that teachers are well-prepared and confident in their pursuit of career progression. Therefore, another teacher participant that added:

> *Aligning a Personal Growth Plan with the DepEd promotion system requires a focus on professional development and meeting the criteria for advancement.* – MJ, T-I

Teacher promotion requires support from the department and a concrete plan to ensure that educators clearly understand the criteria, receive adequate professional development, and feel confident in their ability to meet the necessary qualifications. Supporting teachers in remaining apprised and competitive through the distribution of criteria and requirements for promotions as well as committee assignments may prove advantageous (Simbre, Aquino, and Palad, 2019).

Theme 6. Focus on the Essentials

Focusing on essential elements for teachers to get promoted is crucial for

their professional advancement and job satisfaction. Key factors such as teaching effectiveness, continuous professional development, and meeting specific performance criteria play a significant role in the promotion process. During an interview with one of the participating teachers, the following verbatim response was given:

> *"Focus on setting SMART goals that enhance your teaching skills and leadership abilities, actively seek professional development opportunities through workshops, further education, and collaboration with peers, and maintain a detailed portfolio of your achievements. Regularly reflect on and document your growth, stay updated on educational trends, and seek feedback to continuously improve. Show initiative by leading projects and mentoring others, and communicate your professional growth plan with supervisors to gain their support. Balancing your professional and personal life through effective time management is crucial for sustained growth and well-being"* – EA, T-II

Rather than focus on being promoted, it is essential to respond to the duties being bestowed upon teachers. This is evident on a response of teacher-participant that added:

"Accept all the tasks given like being Chairman, Coordinatorship, Demonstration teacher and the like. It helps a teacher to be promoted someday" – RA, MT-I

The process of teacher promotion can indeed be viewed as a form of goal-directed behavior, where individuals actively pursue specific objectives related to their career development. Teachers, like professionals in any field, often set career goals that include moving up the ranks within the educational system. Promotion, in this context, is not merely about advancing to a higher position but also about achieving personal and professional fulfillment. A teacher's promotion can bring various benefits, including increased responsibilities, opportunities for leadership, and access to greater resources, which in turn enhances their ability to impact student learning.

An essential component of this goal-directed behavior is the incentive of higher salary packages, which often accompany promotion. According to Bala and Garba (2019), promotions for teachers are closely linked to financial incentives, which can serve as a significant motivator. Salary increases not only improve a teacher's standard of living but also provide them with the resources to invest in their professional development. For example, with higher wages, teachers might be more inclined to pursue advanced degrees, attend professional development workshops, or acquire teaching materials that enhance their classroom practices. This financial reward can also contribute to a teacher's sense of accomplishment and recognition, reinforcing their commitment to their work and to the broader educational mission.

Beyond financial rewards, teacher promotion is intricately connected to personal desires and the achievement of individual goals within the work environment. Teachers may have aspirations that go beyond salary, such as gaining recognition for their contributions to the school or becoming a role model for their peers and students. As Bala and Garba (2019) suggest, promotions offer teachers an opportunity to fulfill these personal ambitions. By rising in the ranks, teachers may achieve a sense of personal satisfaction that comes from being acknowledged for their hard work and dedication. This sense of fulfillment can improve their morale, making them more enthusiastic and committed to their roles.

Another significant aspect of teacher promotion involves the broader responsibilities that come with higher positions. As teachers progress in their careers, they are often tasked with additional duties, such as mentoring new teachers, developing curriculum initiatives, or leading school-wide programs. These leadership roles not only contribute to the professional growth of the individual teacher but also to the overall development of the school community. According to Ndijuye and Tandika (2019), teachers play a critical role in fostering students' holistic development. When teachers are promoted and given leadership roles, they have a more significant impact on shaping the school culture and ensuring that students' academic, social, and emotional needs are met.

The study by Ndijuye and Tandika (2019) further revealed that teachers see their primary responsibility as ensuring students' holistic development. This includes not only academic achievement but also the nurturing of life skills, emotional

intelligence, and social awareness. When teachers focus on these aspects of education, they contribute to the overall development of their students, preparing them for life beyond the classroom. Teachers who excel in this area are more likely to receive timely promotions, as their contributions align with the broader goals of the educational system. The success of their students reflects positively on their performance, making them strong candidates for promotion.

Achieving student development, however, requires more than just teaching subject matter; it involves creating an environment where students feel supported, valued, and encouraged to grow in all aspects of their lives. Teachers who are effective in promoting holistic student development often use innovative teaching methods, actively engage with students, and provide individualized support to help them overcome personal and academic challenges. These efforts are frequently recognized in performance evaluations, which are crucial components of the promotion process. When teachers demonstrate that they can positively impact student outcomes, they enhance their prospects for promotion.

Promotions can also serve as a form of motivation for teachers. When teachers see that their hard work and dedication are rewarded with career advancement, they are more likely to remain engaged and motivated in their work. This creates a positive feedback loop, where motivated teachers continue to seek out opportunities for professional development, improve their teaching practices, and contribute to the overall success of their students. As Ndijuye and Tandika (2019) point out, the achievement of key educational goals, such as the holistic

development of students, can be a catalyst for timely promotions and other motivational factors. These promotions not only reward individual teachers but also set a standard for others, encouraging a culture of continuous improvement within the school.

Teacher promotion is a complex, goal-directed behavior that encompasses not only financial rewards but also personal and professional aspirations. The promise of salary increases, enhanced responsibilities, and leadership opportunities serves as a significant motivator for teachers seeking promotion. Furthermore, as highlighted by Ndijuye and Tandika (2019), teachers' commitment to the holistic development of their students can directly influence their chances of promotion. As teachers work to ensure that their students thrive academically and personally, they also advance their careers, creating a mutually reinforcing dynamic where both student success and teacher advancement are achieved. This dynamic underscores the importance of recognizing and supporting teachers' professional goals, as their development ultimately benefits the entire educational community.

SOP 3. What Framework for Personal Growth Plan can be proposed aligned with the DepEd promotion system?

This part presents the output of the study which is the proposed Personal Growth Plan which can superimposed to help teachers on promotions.

Commented [A4]: Provide a concrete ***Strategic Personal Growth Plan. Include the themes or variables you derived from the study.***

Proposed Framework for Teachers' Personal Growth Plan Aligned with the Promotion System of the Department of Education

Here is the Proposed Framework for Teachers' Personal Growth Plan aligned with the promotion system of the Department of Education in the Philippines. The plan addresses the themes emerged from the study such as the concrete implementation of personal growth plan and focus on the essentials. This is also based on the key criteria for promotion set by the Department of Education and this also provides a structured approach for teachers to follow.

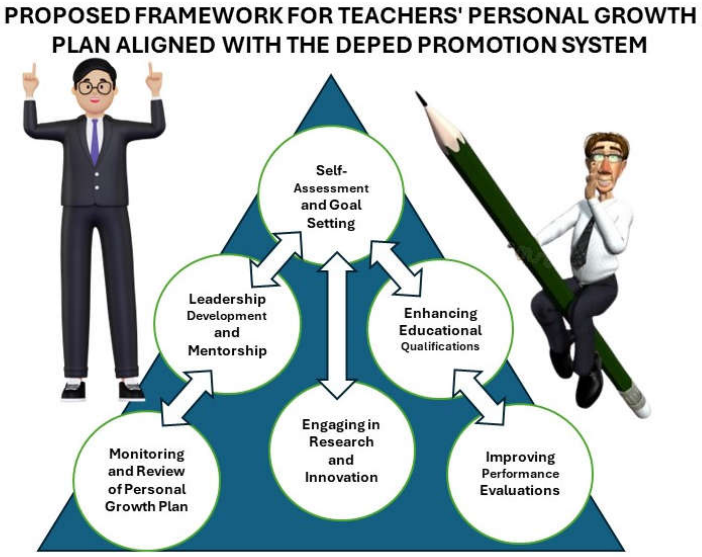

Figure 2. Proposed Framework for Teachers' Personal Growth Plan Align with the DepEd Promotion System

This framework aims to provide a structured approach for teachers to develop professionally while aligning their personal growth with the DepEd promotion system. The goal is to guide teachers in creating a focused personal growth plan that will enhance their qualifications, competencies, and overall readiness for career advancement.

I. Self-Assessment and Goal Setting

1. Personal and Professional Reflection

Objective: Teachers should begin by reflecting on their current professional standing. This includes their strengths, areas for improvement, and the gaps between their current skills and the requirements of the next level in the DepEd promotion system.

Activities: Conduct a Self-Assessment using the DepEd Individual Performance Commitment and Review Form (IPCRF).

SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) to identify personal and professional attributes.

Personal Goal Setting based on desired promotion level (e.g., from Teacher I to Teacher III or from Master Teacher I to Master Teacher II).

2. Professional Growth Objectives

Short-Term Goals (1-2 years): Focus on immediate steps, such as attending seminars, increasing student performance, or improving classroom management.

Long-Term Goals (3-5 years): Include obtaining higher academic degrees, improving leadership skills, and producing research contributions.

II. Enhancing Educational Qualifications

1. Pursuing Higher Education

Objective: Teachers must upgrade their educational qualifications to meet promotion requirements, particularly the need for advanced degrees in teaching or educational management.

Actions:

Enroll in Graduate Programs (Master's or Doctorate) in line with DepEd's requirements for promotion to higher ranks.

Scholarships and Grants: Research available scholarships or financial aid from DepEd, CHED, or private institutions to support continuing education.

Online Learning Platforms: Leverage online universities or courses for continuous learning, particularly in areas like educational leadership, curriculum design, or assessment.

2. Specialized Training and Certifications

Objective: Acquire specialized training to improve specific skills or knowledge relevant to promotion criteria.

Actions:

Attend DepEd-approved seminars and workshops focusing on instructional strategies, leadership, or research.

Pursue professional certifications, such as ICT in education, inclusive education, or other emerging educational trends.

III. Improving Performance Evaluations

1. Classroom Performance Enhancement

Objective: Focus on enhancing teaching practices to achieve higher performance ratings in the IPCRF, a key element in the promotion system.

Actions:

Utilize innovative teaching strategies, including technology integration, student-centered learning, and differentiated instruction.

Seek feedback from peers and supervisors through regular observations and mentoring.

Regularly assess and improve student outcomes, focusing on both academic performance and holistic development (aligned with DepEd's goals).

2. Engagement in School and Community

Objective: Engage more deeply with school initiatives and community involvement, which are part of the DepEd promotion criteria.

Actions:

Participate in school committees, such as curriculum development, instructional materials preparation, or student services.

Lead or take part in community outreach programs, showcasing a commitment to improving the community's educational outcomes.

Collaborate with colleagues in school-based projects, research activities, and community services.

IV. Engaging in Research and Innovation

1. Conducting Educational Research

Objective: Teachers are encouraged to engage in action research to contribute to educational improvements and innovation, as this is often a requirement for promotion.

Actions:

Develop and implement action research projects focusing on improving teaching methods, addressing student learning gaps, or enhancing school programs.

Collaborate with other teachers** or school leaders on research initiatives to generate impactful results.

Present findings in DepEd conferences or publish in educational journals.

2. Innovating Teaching Practices

Objective: Teachers must continuously innovate their teaching practices to remain effective and meet the evolving needs of students.

Actions:

Integrate new teaching methodologies or technologies into the classroom (e.g., flipped classrooms, blended learning, inquiry-based learning).

Focus on inclusive education practices to ensure that all students, regardless of their learning needs, receive a quality education.

Design and implement student projects that promote creativity, critical thinking, and real-world application of knowledge.

V. Leadership Development and Mentorship

1. Developing Leadership Skills

Objective: Promotions often require teachers to demonstrate leadership qualities, either within the classroom or at a broader school level.

Actions:

- Take on leadership roles in school, such as department head, grade-level coordinator, or program manager.

- Mentor junior teachers by offering guidance, sharing teaching strategies, and supporting their professional development.

- Pursue leadership training or seminars that focus on conflict management, decision-making, and school leadership.

2. Contribution to School Governance

- Objective: Active involvement in school management or governance can significantly bolster a teacher's promotion prospects.

-Actions:

- Volunteer to serve on school management committees or assist in

organizing school-wide events.

- Engage in curriculum development efforts or policy-making at the school or district level.

- Participate in DepEd governance initiatives, such as professional

learning communities or educational task forces.

VI. **Monitoring and Review of Personal Growth Plan**

1. Regular Monitoring

Objective: Teachers should regularly track their progress toward meeting the goals outlined in their personal growth plan.

Actions:

- Conduct quarterly self-reviews to assess the completion of short-term objectives.

- Maintain a professional portfolio that includes records of seminars attended, research conducted, and performance evaluations.

- Adjust goals and actions based on feedback from supervisors or changes in DepEd promotion requirements.

2. Peer and Supervisor Feedback

- Objective*: Feedback from colleagues and supervisors can help ensure that teachers are on track toward their professional growth goals.

- Actions:

- Engage in peer reviews or self-evaluation exercises to gain insight into areas for improvement.

- Schedule regular performance appraisals with school administrators to receive constructive feedback.

- Seek mentorship from senior teachers or educational leaders who can provide guidance on career advancement strategies.

By aligning personal growth plans with the DepEd promotion system, teachers can create a clear and actionable pathway to professional advancement. This proposed framework emphasizes the importance of self-reflection, continuous learning, and active engagement in leadership and research activities, all of which are critical to securing timely promotions. With this approach, teachers can not only enhance their qualifications for promotion but also contribute more effectively to the holistic development of their students and the broader goals of the educational system.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a comprehensive summary of the key findings from the study, followed by the conclusions drawn based on these findings. It also provides a set of recommendations aimed at addressing the identified issues and enhancing the promotion system for teachers within the Department of Education (DepEd). The chapter begins by summarizing the major insights gathered from the research, highlighting the experiences of teachers as they navigate the promotion system, the impact of this system on their career development, and the challenges they encounter. The conclusions are then presented, offering a synthesis of the study's outcomes and their implications for policy and practice. Finally, the recommendations are put forward, suggesting actionable steps to improve the promotion system, support teachers' professional growth, and ensure a fair and transparent career progression process in the education sector.

Summary of Findings

SOP 1. Co-Participants' Lived Experiences in Navigating the Department of Education's Promotion System

The findings reveal that teachers' experiences in navigating the Department of Education (DepEd) promotion system are shaped by a variety of motivations and external factors. Many teachers enter the profession driven by intrinsic motivation, such as personal fulfillment and the desire to contribute to students' growth. These

teachers often feel a deep alignment between their personal values and their professional roles, which enhances their job satisfaction. In contrast, some teachers are influenced by family expectations or financial constraints, making teaching a practical career choice. Over time, even those initially motivated by external factors find fulfillment in their roles as they immerse themselves in their work and develop a sense of purpose.

As teachers progress through their careers, they face challenges in navigating the promotion system, which often does not align with their initial expectations. The promotion process is marked by bureaucratic complexities, unclear guidelines, and, in some cases, favoritism. Many teachers express frustration with these barriers, particularly when they feel their efforts and dedication are not adequately recognized. Despite these challenges, teachers who remain intrinsically motivated continue to pursue professional development opportunities, increasing their chances of promotion. Those who are committed to personal growth are more likely to succeed in overcoming the obstacles posed by the system.

Institutional politics, such as favoritism and power dynamics, further complicate the promotion system within DepEd. Teachers often encounter situations where promotions are influenced by personal connections rather than merit, leading to feelings of resentment and mistrust. This favoritism distorts the intended merit-based system, causing qualified individuals to be overlooked in favor of those with stronger political ties. The presence of such dynamics diminishes teachers' morale and can negatively affect the overall school culture. Teachers who perceive the

system as unfair may become disengaged, which can ultimately impact the quality of education they provide to their students.

To foster fairness and objectivity in the promotion system, DepEd must implement transparent, performance-based criteria that reward merit and competence. Clear communication of these guidelines is essential to restore trust among teachers and ensure that their achievements are recognized equitably. Additionally, addressing the misconduct and favoritism reported in studies, such as the one by Tolentino (2016), will help reduce the influence of institutional politics. By fostering a culture of transparency and accountability, DepEd can create a more motivating work environment that supports teachers' professional growth and improves the integrity of the promotion system.

SOP 2. Themes Emerging from Co-Participants' Lived Experiences in Navigating the Department of Education's Promotion System

The study explores the lived experiences of teachers navigating the promotion system within the Department of Education (DepEd), revealing critical insights into their challenges and perceptions. A key finding is the importance of equitable promotions, which are essential for fostering a culture of trust and respect within the educational environment. Teachers emphasized that fair and transparent promotion practices are vital for recognizing and rewarding their hard work, thereby enhancing their motivation and engagement. Research supports this, indicating that transparent and unbiased criteria for promotions not only improve job satisfaction but also aid in retaining high-performing staff. Effective communication regarding

promotion criteria and procedures is crucial, as it helps teachers understand and navigate their career paths, promoting a sense of inclusivity and fairness.

Another significant theme that emerged is the confusing and uncharted nature of the promotion system. Many teachers reported that the system lacks clear guidelines and transparency, leading to perceptions of unfairness and confusion. This ambiguity often results in diminished job satisfaction and trust in the promotion process, highlighting the need for clear and consistent criteria to ensure fairness and maintain teacher morale. Research suggests that a well-defined and transparent promotion process is essential for preventing dissatisfaction and fostering a positive work environment.

Institutional politics also play a pervasive role in influencing the promotion process. Teachers experienced the system as being affected by bureaucratic complexities and power dynamics that can overshadow merit-based criteria. Studies indicate that personal relationships and organizational politics often impact promotion decisions, resulting in outcomes that do not always reflect the principles of equity and meritocracy. This politicization of the promotion process can lead to decreased motivation and job satisfaction among teachers and create a toxic work environment characterized by mistrust and resentment. Addressing these challenges by implementing clear, objective criteria, improving communication, and minimizing political interference is crucial for creating a more equitable and motivating environment for career advancement.

SOP 3. Proposed Framework for Teachers' Personal Growth Plan Aligned with the Department of Education Promotion System

The study on teachers' experiences with the Department of Education's (DepEd) promotion system reveals that well-defined promotion targets significantly enhance teachers' motivation and engagement. Teachers with specific, measurable goals for career advancement are notably more driven and invested in their professional growth, as these targets provide a clear progression path and encourage continuous improvement in teaching practices. Research by Brown and White (2023) and Johnson and Reynolds (2022) supports this, showing that such criteria foster collaboration among staff and enhance instructional quality, leading to higher job satisfaction and a more committed workforce. Additionally, pursuing higher education and specialized training aligns with broader institutional goals of fostering lifelong learning, ultimately improving teaching effectiveness and student outcomes, as highlighted by Harris and Jones (2023) and Thompson and White (2022).

Despite these positive aspects, significant challenges remain, particularly with the complexity and ambiguity of promotion criteria. Excessive and intricate requirements can overwhelm teachers, causing frustration and disengagement, while unclear qualifications create anxiety and diminish job satisfaction. Mbokazi et al. (2020) and Pagayanan (2021) underscore these issues, emphasizing the need for simplified, transparent guidelines. The proposed framework addresses these challenges by focusing on self-assessment, goal setting, professional development,

performance enhancement, research engagement, and leadership development. This structured approach aims to align personal growth with DepEd's promotion system, ensuring that teachers can navigate their career progression with clarity and confidence.

Conclusions

Based on the indicated findings, the following conclusions were drawn:

1. Teachers' experiences with the DepEd promotion system are deeply influenced by their intrinsic motivations and the practical realities they face. While many teachers enter the profession with a strong sense of personal fulfillment, they encounter significant challenges due to bureaucratic complexities and institutional favoritism, which can undermine their career satisfaction and growth. To improve the promotion system, DepEd must emphasize transparency, merit-based criteria, and accountability to foster a more equitable and supportive environment for all educators.
2. The study highlights that equitable and transparent promotion practices within DepEd are crucial for fostering trust and motivation among teachers. The current lack of clear guidelines and the influence of institutional politics contribute to perceptions of unfairness and diminished morale. To address these issues, DepEd should implement objective promotion criteria, enhance communication about career advancement procedures, and reduce

the impact of political dynamics to create a more fair and supportive work environment.

3. A well-defined framework for teachers' personal growth, aligned with DepEd's promotion system, significantly enhances motivation and engagement by providing clear career advancement targets. While current promotion criteria are often complex and ambiguous, leading to frustration, the proposed framework offers a structured approach that emphasizes self-assessment, goal setting, and professional development. Simplifying and clarifying these criteria will help teachers navigate their career progression more effectively and align their growth with institutional goals, ultimately improving job satisfaction and teaching effectiveness.

Recommendations

After a thorough assessment and considering the forgoing findings of this study, the following recommendations are presented:

1. To enhance fairness in the DepEd promotion system, DepEd should implement clear, performance-based criteria and communicate these guidelines effectively to all teachers. Additionally, providing accessible professional development opportunities will support teachers in meeting promotion requirements and advancing based on merit. Addressing institutional politics by enforcing strict anti-favoritism policies and conducting regular audits will help restore trust and improve the integrity of the promotion process.

2. To enhance trust and motivation among teachers, DepEd should establish clear and objective promotion criteria that are communicated effectively to all staff. Improving transparency in career advancement procedures and minimizing the influence of institutional politics will help address perceptions of unfairness and boost morale. Implementing these changes will foster a more equitable and supportive work environment, contributing to greater teacher satisfaction and engagement.
3. To address the identified challenges, DepEd should streamline and clarify promotion criteria to ensure they are easily comprehensible and accessible for all teachers. Implementing the proposed Framework for Teachers' Personal Growth Plan, which emphasizes self-assessment and goal setting, will further align teachers' professional development with promotion objectives. Additionally, providing continuous support and resources for professional development will help teachers achieve their career goals, thereby improving job satisfaction and overall effectiveness.

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UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA Las Piñas Campus

APPENDIX A
LETTER TO THE DEAN OF GRADUATE SCHOOL

March 24, 2024

EDUARDO C. ZIALCITA, Ph.D.
Dean, Graduate School

Dear Dr. Zialcita:

Warmest greetings!

The undersigned is currently taking up Doctor of Philosophy major in Educational Management at University of Perpetual Help System DALTA Las Piñas City and will be conducting a dissertation entitled "**THE LIVED EXPERIENCES OF PUBLIC SCHOOL TEACHERS IN NAVIGATING THE PROMOTION SYSTEM OF THE DEPARTMENT OF EDUCATION.**"

In view thereof, I humbly request permission from your office to allow me to conduct the said research in the Schools Division of Damariñas. The teachers' participation on this study will be voluntary, so in my utmost capacity, I will preserve their anonymity as well as confidentiality of the information that shall be gathered.

Respectfully yours,

CRISANTO E. AVILA
Researcher

Noted:

(SGD) DR. JOSEPHINE P. DASIG
Dissertation Adviser

Approved:

(SGD) EDUARDO C. ZIALCITA, Ph.D.
Dean Graduate School

UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA Las Piñas Campus

APPENDIX B
RESEARCH INSTRUMENT

Dissertation Title: **THE LIVED EXPERIENCES OF PUBLIC SCHOOL TEACHERS IN NAVIGATING THE PROMOTION SYSTEM OF THE DEPARTMENT OF EDUCATION**
Graduate Student: **CRISANTO E. AVILA**
Dissertation Adviser: **DR. JOSEPHINE P. DASIG**
Mode of Interview: **FACE-TO-FACE**

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	
1. How do public school teachers perceive the fairness and transparency of the promotion system within the Department of Education?	*How do you feel about the promotion system within the Department of Education? Do you think it's fair and transparent?*	
2. What strategies do public school teachers employ to navigate the	*Can you tell me about the strategies you use to navigate the*	

promotion system, and what challenges do they encounter in this process?	*promotion system? What difficulties or challenges have you faced during this process?*	
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	

Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	

APPENDIX C

VERBATIM RESULTS OF THE INTERVIEW

Elementary Teacher 1

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	Ever since I was a child, it has been my dream job to be an educator. I believe that being an educator or a teacher can significantly contribute to the community as it can bring changes to the lives of the children, and it can transform problems into solutions. Further, being an educator is a self-fulfilling job, as it fulfills my aspiration to be a public servant and be a catalyst of change. If you educate the children, then, no children will be left behind. Education can bring changes into the society, thus, progress may prosper.
1. How do public school teachers perceive the fairness and transparency of the promotion system within	*How do you feel about the promotion system within the Department of Education? Do you*	I can say that it is fair and just. The standards and the competencies are challenging, thus, ensuring that the

the Department of Education?	*think it's fair and transparent?*	promoted teachers are competitive, skilled, and knew how to function well.
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or challenges have you faced during this process?*	Normally, I do make a research and study the qualification requirements. After that, I set my own plan on how to achieve the needed competencies. Sometimes, it is difficult to earn specific requirements but there's a saying that says, "No road is too long when you dream big."
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	The first impression always is I feel challenged. I feel that I am not able to meet the standards, but it is the passion and dedication to serve that drives me to achieve that goal.
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	There is no one-size-fit-all system and approach but I firmly stand on the premise that the Department of Education efforts are recognizable in supporting the aspirations and

		development goals of the teachers.
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	I suggest that there should be a Strategic Personal Growth Plan in which it contains a detailed roadmap of what one must do. It shall serve as a guide to reaching the goals. You will never be lost out of track if you have a concrete roadmap. A Strategic Personal Growth Plan shall consist of the goals, the activities that one person needed to do to achieve the goal, the persons he/she needed to collaborate and interact, and the strategies he needed to achieve his aspirations right on time.
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	On the part of the Department of Education, I would like to suggest that it implement strategic and realistic programs and activities that will orient, introduce, guide, teach, and educate the

		teachers on how to step up and get promoted. This will also ensure that the standards are met by newly promoted teachers. But one thing must also take into consideration in the promotion process, the teacher must have implemented, practiced, or introduced a unique program, project, or activity that surely contributed to the department, the teaching process, the curriculum, and the education community.
Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	Thank you so much.

Elementary Teacher 2

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses

Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	When I was in the second grade, I experienced a lot of maltreatment from my teacher and the most painful is that when she hit my head on the blackboard three times that I couldn't help but cry. From that very moment, I started to dream to become a teacher someday. Now that I am a fully pledge teacher, I will never do to my pupils what my teacher did to me but instead, I will teach my learners the skills they need to acquire through positive, loving and kind that enable to touch their hearts and minds.
1. How do public school teachers perceive the fairness and transparency of the promotion system within the Department of Education?	*How do you feel about the promotion system within the Department of Education? Do you think it's fair and transparent?*	Before I entered public school, some people say that there are palakasan system, that if you have no backer you have least chance to hire or either promoted. But whe I applied and got hired as Teacher 1 and after many years I promoted to Teacher III, I can surely say that promotion system in the Department of

		Education nowadays was really even for everybody. I might say it's transparent because they are publishing the vacancies stating the qualifications in each position and encouraging all qualified teachers to apply. After a thorough evaluation of folder's applicants, they will be given points according to the documents they submitted and ranking result will be published. I appreciate and salute to those school heads/admin that are following the ranking based on the merit evaluated.
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or challenges have you faced during this process?*	Promotion in the field was posted thru the division page that is accessible to all and also can be announced by the school's AO. It was specified here the criteria or qualifications of applicants in each position. All interested and qualified teachers can apply by submitting the requirements stated by the school's administrative officer.

		After submission, the applicant's folder will be evaluated by the committee members. The difficulties I have encountered during the process was the preparation the requirements.
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	As I am targeting the next position, upon reviewing also the criteria I am frustrated because I still lack other MOV's to support for points to be considered. The frustration that I felt right now pushes me more to become persevere in pursuing my professional growth.
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	Yes, because the superiors provided us several seminars and trainings that supports us to develop learning professional development that will help us to be promoted.
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the*	For me, I should focus on the criteria on what DepEd has given for promotion and align all the programs, projects and activities to be credited and used it for

	DepEd promotion system?	my promotion as payment of my hard work and perseverance as a public servant.
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	Don't be discourage to work hard and be patience because there is always a right time that everything will be worth it, the time we get promoted.
Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	Thank you for the opportunity.

Elementary Teacher 3

Interview Guide Questions	**Simplified Questions**	**Teacher Participant's Responses**
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	At first, teaching wasn't my ambition and I want to become a nurse. It was my mother's ambition to become a teacher. But then, when I step in and explored the field of being a teaching. I felt the value and importance of teaching students for their betterment. That feeling is the reason

understanding of the education system?		why I want to teach them how to developed proper attitude, morals, behaviors, and not just their learning, but also their social skills. Therefore, they will become a well-respected citizen in the near future and overcome all the hurdles and challenges they will encounter in our diverse life.
1. How do public school teachers perceive the fairness and transparency of the promotion system within the Department of Education?	*How do you feel about the promotion system within the Department of Education? Do you think it's fair and transparent?*	The Department of Education's current promotion scheme was actually a struggle for any teachers who desired an increase in salary. They must have higher education units, have participated in training, shown strong performance, and have positive attitudes in the area. You are not going to be promoted without these. Given that they are advertising the position and urging all teachers to apply, I suppose you could argue that it is transparent. Following a comprehensive assessment of their folders, a ranking will be

		released. I applaud and praise the leaders of the schools who are adhering to the merit-based ranking.
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or challenges have you faced during this process?*	If they announced that there will be promotions in the sector, and all teachers were urged to submit their credentials for committee review. In order to ensure that the folders they provide meet the evaluation criteria, applicants need first be aware of the criteria that are being considered. The system offered downloads for these requirements. The difficulties or the challenging part of applying for promotion that I have encountered. When you are applying you, I only have ample amount of time to apply because of the duties to school regarding paper works and teaching. Also, I don't the financial ability to sustain and continue my studies in master teacher degrees.
3. What emotional experiences do public school teachers	*When interacting with the promotion system, what emotions do you*	I felt sad while I was reading the required criteria for promotion to

undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*typically experience? How do these emotions affect your professional well-being?*	be eligible for the said promotion. The reason is that I did not complete my masteral degrees because of financial crisis.
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	Every educator wants to advance, and since career peaks don't last forever, it's important to grow and improve. If someone is promoted, they can argue that they have earned it and continue to strive for further education and growth.
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	I should concentrate on what DepEd has provided for advancement and synchronize all the programs, projects, and activities to receive credit.
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	To be promoted at the field of teaching was the happiest and fulfilling events that happens in every educator. Having an increase in salary is a big help for us, to help

		our financial needs and to support our family.
Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	You're welcome!

Elementary Master Teacher 1

Interview Guide Questions	**Simplified Questions**	**Teacher Participant's Responses**
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	When I was young, it was my dream to become a teacher. My teachers during my elementary days inspired me a lot because they honed me in so many ways emotionally, physically, spiritually, etc. Now, as an educator in the DepEd Family, It was great and blessed opportunity for me to share my knowledge and skills in developing the minds of the learners.
1. How do public school teachers perceive the fairness and	*How do you feel about the promotion system within the Department*	Yes, it's fair and transparent for I

transparency of the promotion system within the Department of Education?	*of Education? Do you think it's fair and transparent?*	experienced it in the Division where I belong.
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or challenges have you faced during this process?*	For me, keeping the documents in tact is one of the strategies I used to because it made it easy for me in preparing my journey in promotion.
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	I feel nervous of what will be the result . It served us a guide ing my DepEd journey on how far I am in delivering education to the learners.
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	Yes, because there is a professional development for teachers which helps it both personally and professionally such as attending training, enrolling to the graduate studies, etc.
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the*	Develop professional improvement plan for teachers.

	DepEd promotion system?	
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	None
Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	

Elementary Master Teacher 2

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	At first, teaching was not my ambition in life but when I was there already in the field, I started to love the profession I chose. I felt the value of teaching young minds and touching their hearts. I really became their second mother. With that, I made everything for them to learn under my custody and share the knowledge and experiences in life so that when they grew up,

		they can use these advices as a weapon to battle different challenges might came in their lives.
1. How do public school teachers perceive the fairness and transparency of the promotion system within the Department of Education?	*How do you feel about the promotion system within the Department of Education? Do you think it's fair and transparent?*	Promotion system in the Department of Education nowadays was really a fight for all the educators who wanted to increase the salary. They need to have units in Graduate Studies, attended trainings, good performances and good attitudes in the field. Without these, you can not be promoted. I might say its transparent because they are publishing the vacancy and encouraging all teachers to apply. After a thorough evaluation of their folders, ranking will be published. I appreciate and salute to those school heads that are following the ranking based on the merit evaluated.
2. What strategies do public school teachers employ to navigate the promotion system, and	*Can you tell me about the strategies you use to navigate the promotion system?*	Promotion in the field was announced and all of the teachers were encouraged to file and

what challenges do they encounter in this process?	*What difficulties or challenges have you faced during this process?*	submit credentials to be evaluated by the committee. At first, an applicant should know first the criteria being evaluated so that folders to be submitted is aligned to the criteria. These criteria were downloadable in the system. The difficulties I have encountered during the process was the preparation given to an applicant. It is just ample time to submit the folder and I was not able to submit the folder in the due date given because of paper works during that time. I have to collect and aligned all my MOVs to the criteria cited so that points will be credited.
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	Of course, I felt sad for not submitting my folder on time. But it is my fault because I was not able to manage my time so that I can submit the credentials. Upon reading also the criteria, I still lack other MOVs to support for points to be considered. Hope

		and working for these next School Year.
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	Every educator aspires to be promoted and it is a goal to improve and develop as its career high stays for a long period of time. One can say that he / she has earned something if promoted and push more for more learning and development.
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	I should focus on what DepEd has given for promotion and align all the programs, projects and activities to be credited because it is useless if you are working hard for nothing.
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	To be promoted in the field was the happiest event that an educator can be celebrated. It is a bonus to have an increase in salary after the hard work and committing oneself to the chosen career.
Thank you for taking the time to speak with me.	*I appreciate your time today. Thank you*	Thank you too.

Your insights are valuable to my research.		

Junior High School Teacher 1

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	I became a teacher because I've always been passionate about sharing knowledge and helping others learn and grow. My experience in education has reinforced the importance of empathy, adaptability, and continuous learning. It's taught me that every student is unique and requires personalized approaches to learning. It's also shown me the value of fostering curiosity and critical thinking skills in students to help them thrive in an ever-changing world.
1. How do public school teachers perceive the fairness and transparency of the promotion system within	*How do you feel about the promotion system within the Department of Education? Do you*	The promotion system within the Department of Education, like any large organization, can vary in its fairness and transparency. It ideally

the Department of Education?	*think it's fair and transparent?*	should be based on merit, experience, and contributions to education rather than favoritism or other biases. Transparency in criteria and decision-making processes is crucial for ensuring fairness and maintaining trust among educators. If there are issues, they should be addressed to ensure that deserving individuals are recognized and promoted appropriately.
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or challenges have you faced during this process?*	Navigating the promotion system involves a combination of showcasing one's achievements, skills, and contributions, as well as building strong relationships with colleagues and supervisors. Documenting accomplishments, pursuing professional development opportunities, and actively seeking feedback can all strengthen a promotion candidacy. Challenges may arise due to limited promotion opportunities,

		competition among candidates, and potential biases in the evaluation process. Overcoming these challenges often requires persistence, self-advocacy, and a focus on continuous improvement.
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	Interacting with the promotion system can evoke a range of emotions, including anticipation, anxiety, frustration, and satisfaction. Anticipation and anxiety may arise from the uncertainty of the outcome and the competitive nature of the process. Frustration can occur if the system is perceived as unfair or if there are limited opportunities for advancement. However, achieving a promotion can bring a sense of satisfaction and validation of one's efforts and abilities. These emotions can impact professional well-being depending on how they are managed.

		Excessive stress or disappointment can lead to burnout or disengagement if not addressed. On the other hand, using emotions as motivation to improve skills, seek feedback, and pursue opportunities for growth can contribute to a more fulfilling career trajectory. Balancing these emotions and maintaining perspective on long-term goals is essential for overall well-being in navigating the promotion system.
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	The Department of Education's promotion system can both support and hinder career aspirations and development goals, depending on various factors. On one hand, it provides opportunities for recognition, advancement, and professional growth, which can align with individuals' career aspirations. Through promotions, educators

		can take on new challenges, expand their skills, and have a greater impact within the field of education. However, the system may also present challenges, such as limited promotion opportunities, unclear criteria, and potential biases in the evaluation process. These factors can hinder individuals' ability to advance and achieve their career goals, particularly if they feel their contributions are not adequately recognized or rewarded. Overall, the effectiveness of the promotion system in supporting career aspirations and development goals may vary for different individuals based on their experiences, opportunities, and perceptions of fairness within the organization.

5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	Aligning a Strategic Personal Growth Plan with the DepEd promotion system requires a focus on professional development and meeting the criteria for advancement. Here are some suggestions: 1. Understand Promotion Criteria: Familiarize yourself with the specific criteria and requirements for promotion within the DepEd system. This often includes factors such as years of service, performance evaluations, and completion of relevant training or educational programs. 2. Set Clear Goals: Define your career goals within the DepEd system, whether it's advancing to a higher position or gaining expertise in a particular area. Your personal growth plan should outline actionable steps

		to achieve these goals, such as obtaining advanced degrees, acquiring specialized certifications, or taking on leadership roles. 3. Continuous Learning: Emphasize ongoing professional development in your growth plan. This could involve attending workshops, seminars, or conferences related to education, leadership, or your subject area. Look for opportunities to enhance your skills and knowledge, which can strengthen your candidacy for promotion. 4. Demonstrate Leadership: Seek out opportunities to demonstrate leadership skills within your current role, such as leading projects, mentoring colleagues, or participating in school committees. Highlighting your leadership experience

		and accomplishments can enhance your qualifications for promotion. 5. Build a Professional Network: Cultivate relationships with colleagues, supervisors, and mentors who can support your growth and provide guidance on navigating the promotion process. Networking can also lead to opportunities for collaboration, professional development, and career advancement. 6. Document Achievements: Keep a record of your achievements, including accomplishments, awards, and positive feedback from supervisors or peers. This documentation can serve as evidence of your qualifications and contributions when applying for promotion.

		7. Seek Feedback and Evaluation: Solicit feedback from supervisors, peers, and mentors on your performance and areas for improvement. Use this feedback to refine your personal growth plan and address any skill gaps or weaknesses that may impact your promotion prospects. 8. Stay Informed: Stay informed about changes or updates to the DepEd promotion system, including any new requirements or procedures. Adapting to changes and staying proactive can help you remain competitive in advancing your career within the organization. By aligning your Strategic Personal Growth Plan with the DepEd promotion system, you can focus your efforts on professional development activities

		that enhance your qualifications and increase your chances of success in advancing your career within the organization.
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	As a secondary school teacher and instructional leader, there are a few key insights and experiences I'd like to share: 1. Focus on Student-Centered Approaches: One of the most rewarding aspects of being an instructional leader is seeing the impact of student-centered teaching approaches. Encouraging active engagement, critical thinking, and collaboration among students can lead to deeper learning

		experiences and better academic outcomes. 2. Continuous Professional Growth: Embracing a mindset of continuous learning and growth is essential for both personal and professional development. As an instructional leader, I've found that staying updated on the latest research, pedagogical practices, and technology trends enables me to better support teachers and improve student learning outcomes. 3. Collaborative Leadership: Effective leadership in education is often about collaboration rather than top-down directives.

		Building strong relationships with colleagues, fostering a culture of trust and open communication, and involving stakeholders in decision-making processes can lead to more successful implementation of initiatives and improvements in teaching and learning. 4. Adapting to Change: Education is constantly evolving, whether it's changes in curriculum standards, advances in technology, or shifts in pedagogical approaches. As an instructional leader, being adaptable and open to change is crucial for staying relevant and effectively supporting teachers in

		meeting the needs of diverse learners. 5. Balancing Responsibilities: Balancing the various responsibilities of being a master teacher and instructional leader can be challenging at times. From providing instructional support and mentoring to teachers, to managing administrative tasks and collaborating with school leaders, finding ways to prioritize tasks and manage time effectively is key to success in the role. 6. Celebrating Successes: It's important to celebrate successes, both big and small, in the journey of educational leadership.

		Recognizing the achievements of teachers, students, and the school community can help build morale, foster a positive school culture, and reinforce a shared commitment to continuous improvement. Overall, my experiences as an elementary master teacher and instructional leader have reinforced the importance of student-centered approaches, continuous professional growth, collaborative leadership, adaptability, effective time management, and celebrating successes in driving positive change and improving outcomes in education.

Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	

Junior High School Teacher 2

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	My Filipino teacher made me realize that to teach before a class could be one of my greatest strengths. The Philippine Education system is basically fluid in nature for up until now, reforms have been made to concretize its functions to shaping young minds. In my 19 years (8 in various private schools and 11 years in DepEd) as an educator, I have been trying to create a lasting impact that I know is pragmatic and reasonable. However, it is ultimately a challenge to deal with how DepEd can live up with its Vision and Mission.
1. How do public school teachers perceive the	*How do you feel about the promotion system*	Organizational politics has always been

fairness and transparency of the promotion system within the Department of Education?	*within the Department of Education? Do you think it's fair and transparent?*	present in any agency. Consequently, applicants don't find the promotion system fair, although the promotion process may seem transparent, but I would always doubt how the scores specially in tests and interviews were derived. I just wish there would be a better way to make the hiring and selection process more transparent and credible.
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or challenges have you faced during this process?*	Promotion is unequivocally my greatest motivation to work harder. To navigate the promotion system in DepED, I would: 1. Define clear criteria for advancement. Understand my skills, experience, and performance necessary for the target position. This clarity ensures that I am working toward specific goals.

		2. Assess regularly assess my performance. Seek feedback from School Heads colleagues and family so I can identify areas for improvement and actively work on enhancing your skills. 3. Develop skills by investing in my professional growth. I would attend relevant trainings that would demonstrating a commitment to learning and development can positively impact your chances of promotion. 4. Improve my communication skill through expressing interest in advancement and seek guidance on how to achieve it.

3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	I am always anxious, but just recently, I was indignant of the fact that one document that must be signed but was not fully told with utmost clarity. The pressure was on top of my head. I was aware of it, yet, it pains me knowing how ambitious it could be for a spurned to undergo the process. Nonetheless, having these feelings/ emotions is pivotal and a learning experience.
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	Somehow, it does. However, it takes a great deal of courage, time, money and effort to advance your career in DepEd. It's saddening that some instructional leaders would deprive other for career advancement especially nowadays that inflation has skyrocketed.
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal*	• Years in Service • Client Satisfactory Survey

	Growth Plan with the DepEd promotion system?	• Interpersonal Communication • Over-all character
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	I would like to make a proposition that if a DepEd employee has reached 10 years in service, promotion is instant.
Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	

Junior High School Teacher 3

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	Since my elementary days, becoming a teacher has been my dream. A teacher of mine told me that our nation needs more teachers who still view things positively despite the challenges that arise. Then said, "ikaw magiging mabuting guro

your experiences shaped your understanding of the education system?		ka, kasi kahit madami kayong ginagawa, tinutulungan mo pa din ang classmate mo". This conversation of ours was my starting point in becoming a teacher. Even when teaching in a public school, I still see things positively even in difficult times.
1. How do public school teachers perceive the fairness and transparency of the promotion system within the Department of Education?	*How do you feel about the promotion system within the Department of Education? Do you think it's fair and transparent?*	In our division, they never failed to show the results whenever there was a call of application for a specific promotion. They follow the ranking system, whoever ranks first, will be given the priority. I've heard some hearsay in the ranking system, they would say that even if you ranked first, those who have some friends in the division will be selected and not you. But I disagree, because when I got the highest score in the ranking system even if I have no connections with the people around me. I was given an item to teach in a public school.
2. What strategies do public school teachers	*Can you tell me about the strategies you use*	First, you have to take a step to pursue graduate

employ to navigate the promotion system, and what challenges do they encounter in this process?	*to navigate the promotion system? What difficulties or challenges have you faced during this process?*	studies. Second, to be an innovator, you have to think of some programs and activities that will cater to the needs of the students. Lastly, learn to accept responsibilities as this will give a first-hand experience. For the difficulties, I think it is common to be overwhelmed when given a new task since you are not familiar with it, as well as multitasking. For example, aside from being an adviser, I'm also a coordinator of a specific ancillary.
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	An unexplainable pressure that leads to self-doubting. Sometimes we may feel that this promotion was meant for you, then suddenly the other colleague gets it. However, though the situation might look unpleasantly, I handled it professionally. I accepted that if it is really for me, sometime in the future, I will receive it.

4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	Yes, because DepEd's promotion system allows everyone, even a simple person like me to do their best to get promoted. I'm guided by a set of criteria, which helps me gather the papers I need for promotion.
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	Since everything is digital most of the teachers use applications on their mobile phones. I think creating an application that shows a list of to-do and a series of reminders, might help teachers to track their improvement.
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	
Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	

Junior High School Master Teacher 1

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	Being a teacher is really my dream during my younger years I want to uphold the young generation to be competitive globally The best experiences to shape my understanding of the education system is to be aware about DepEd Memorandum.
1. How do public school teachers perceive the fairness and transparency of the promotion system within	*How do you feel about the promotion system within the Department of Education? Do you think it's*	Yes as long as you have pertinent papers to support your application.

the Department of Education?	*fair and transparent?*	
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or challenges have you faced during this process?*	Pedagogical approaches HOTs Students tired of reading lessons to be discussed they are fond of using gadgets.
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	As far as I am is concerned ,I have no negative emotions about professional wee-being in terms of promotion system.
4. To what extent does the Department of Education's promotion system align with the career aspirations and	*In your opinion, does the Department of Education's promotion system support your*	Yes, by attending trainings/seminars/workshop conducted by school and Division office

development goals of public school teachers?	*career aspirations and development goals? Why or why not?*	
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	Accept all the tasks given like being Chairman,Coordinatorship,Demonstration teacher and the like.It helps a teacher to be promoted someday.
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	As a secondary master teacher,I am responsible to give technical assistance for all the teachers assigned to me. By giving TA for teachers they became equipped about the profession they are dealing with. A teacher must be open minded in all suggestions positively.
Thank you for taking the time to speak with me. Your insights are	*I appreciate your time today. Thank you*	Welcome.

valuable to my research.		

Junior High School Master Teacher 2

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	What inspired me to become a teacher are my teachers in my high school years. They are so good that whenever I look back, I can still remember how they portrayed models of a dignified, honorable, and warm second parents to us.
1. How do public school teachers perceive the fairness and transparency of the promotion system within the Department of Education?	*How do you feel about the promotion system within the Department of Education? Do you think it's fair and transparent?*	It is focused more on teachers that are certified rather than being qualified. I think DepEd should also consider factors like teachers' performance inside the classroom more than certificates and seminar. I also think it's not fair, transparent, no. I have witnessed a lot of promotions where certificates are

		fabricated robbing the qualified teachers of the promotion they deserved.
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or challenges have you faced during this process?*	I studied how the promotion system works and focused on my energy to ancillaries and tasks that have merit in the current promotion system. One challenge that I faced during this is the transparency of the ranking system. Sometimes, there are items that are reserved for the favored ones.
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	I feel uncertain and indignant, since they are issues with transparencies, I felt like there is no assurance in being promoted with the current system knowing it could be awarded to the favored ones. It affected how I perform with my tasks thinking if these will merit the approval of the promotion appraisal team making fulfill them not in my best effort.
4. To what extent does the Department of Education's promotion system align with the	*In your opinion, does the Department of Education's promotion system support your*	Somehow yes, but the promotion system should be revamped to cater to other teaching

career aspirations and development goals of public school teachers?	*career aspirations and development goals? Why or why not?*	factors like genuine teachers' performance inside the school and how they interact with their colleague rather than certificates and educational achievements.
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	Include students' and peers' evaluation in the promotion appraisal system. They are the genuine indicators of how meritorious the teachers are for promotion.
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	Other than I mentioned in the previous questions, I will have to emphasize again on transparency.
Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	

Senior High School Teacher 1

Interview Guide Questions	**Simplified Questions**	**Teacher Participant's Responses**

Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	I became a teacher because I wanted to be the teacher that I wished to have when I was still studying. A teacher who genuinely performs their duties and responsibilities to their students, a teacher who nourishes the talents and capabilities of their students, and a teacher who helps students attain their aims. When I started teaching, I encountered a lot of difficulty given that I am not an education graduate. In the early phases of my teaching career, I became aware of how difficult this profession is, I initially planned to change profession but with the support of my colleagues and the strong desire to help students, I stayed and even loved this profession.
1. How do public school teachers perceive the fairness and transparency of the promotion system within	*How do you feel about the promotion system within the Department of Education? Do you*	I think the promotion system of the department is fair since it provides different aspects or criteria that

the Department of Education?	*think it's fair and transparent?*	reflect teachers' educational and performance accomplishments. For me, the system is transparent because it provides rubrics on how the criteria are graded, and through proper screening, the documents will be validated.
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or challenges have you faced during this process?*	When navigating the promotion system, I saw aspects that I need to work on to achieve desired outcome. I look on the description of each criterion and its weight to overall score, then I check on the things that I have already accomplished. If there are things that I have not achieve yet, I ask my colleagues and the admin officer to ask how those things can be achieved.
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions*	When interacting with the promotion system, I usually feel uneasy because I see how I am still lacking, but my eagerness is still there, it also gives me the

experiences impact their professional well-being?	*affect your professional well-being?*	drive to do more and make ways to achieve or accomplish what is in the criterion.
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	Yes, the promotion system supports my career aspirations and development goals, because when achieving what is written on the criterion equips me to be a better educator. It is like hitting two birds with one stone, I got promoted and at the same time, I enriched my capabilities.
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	Be consistent and provide progressive planning.
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	
Thank you for taking the time to speak with me.	*I appreciate your time today. Thank you*	

Your insights are valuable to my research.		

Senior High School Teacher 2

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	I am not an education graduate; my plan was to become a doctor. However, due to my pregnancy, I was unable to pursue that path. If I cannot pursue medicine myself, I want to help this generation achieve that goal. I aspire to help build the kind of doctors I once hoped to become. This perspective has shaped my approach to teaching as well.
1. How do public school teachers perceive the fairness and transparency of the promotion system within the Department of Education?	*How do you feel about the promotion system within the Department of Education? Do you think it's fair and transparent?*	It is not fair and transparent because it is not existing at the first place. There's no clear guidelines or memorandum yet for the senior high school teacher's promotion.
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or*	I am simply doing my job as stated in the job description when I was hired. Whatever is expected of me, I do it.

encounter in this process?	*challenges have you faced during this process?*	Along with professional and personal growth, I perform my duties as a teacher and as a government employee. If you do your job properly, I believe that promotion will deservedly be yours. Don't work for the promotion; work because it is what you should be doing. This is what I live by. Promotion will be the product of your hard work.
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	Just hopeful.
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	No, there is no opportunity for professional growth being offered, such as free seminars, training programs related to my specific skill set, or scholarships. Even the time isn't amenable for graduate school.
5. What Strategic Personal Growth Plan	*Based on your experiences, what*	focus on setting SMART goals that

can be proposed aligned with the DepEd promotion system?	*suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	enhance your teaching skills and leadership abilities, actively seek professional development opportunities through workshops, further education, and collaboration with peers, and maintain a detailed portfolio of your achievements. Regularly reflect on and document your growth, stay updated on educational trends, and seek feedback to continuously improve. Show initiative by leading projects and mentoring others, and communicate your professional growth plan with supervisors to gain their support. Balancing your professional and personal life through effective time management is crucial for sustained growth and well-being.
Is there anything else you would like to share about your experiences as an elementary	*Do you have any other thoughts you would like to add?*	none

master teacher and instructional leader?		
Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	none

Senior High School Teacher 3

Interview Guide Questions	**Simplified Questions**	**Teacher Participant's Responses**

Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	Teaching is my childhood dream. I felt the urge to teach when I was in grade 5 when my adviser assig roles when she was not around for a day. I even took roles sometimes when needed. When I entered the industry of teaching year 2011, that was also the time I realized that I am born to teach because I easily manage to put myself in teaching situations. In the industry, I learned a lot and was able to experience different sorts of opportunities, challenges, and even setbacks. But I am confident that my four years bachelor's degree and graduate undertakings shaped who I am today.

1. How do public school teachers perceive the fairness and transparency of the promotion system within the Department of Education?	*How do you feel about the promotion system within the Department of Education? Do you think it's fair and transparent?*	As someone who matures in DepEd's process, specifically promotion system, I can say that promotion per se was once perceived unfair before. It hasn't happened to me but there were reports and even personal encounters that attest that promotion in DepEd is only to those who rally the higher ups and not for those who can't. Fortunately, DepEd made a step to win back the trust of its people by building a newer promotion policy landscape. Even better than before.

2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system?* *What difficulties or challenges have you faced during this process?*	Personally speaking, my inquisitive mind helped me navigate the promotion system of DepEd. I love to read memos, advisories, and orders. From there, I tried to squeeze the meat of the releases and somehow evaluate myself as who will undergo the process or system. One prominent challenge I encountered is that others tend to misinterpret DepEd's promotion by
		circumventing what they experienced and followed during their time. I just hope the Department can provide a comprehensive professional dialogue to institutionalize common understanding and interpretation of the said system.

3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	Mixed emotions so to speak. Way back 2018 when I tried to apply in senior high school, my paper was then classified good for a particular position, but I was promoted one salary grade lower than expected. So, I was sad at that time. In 2021, I tried again. That time I felt excited for I knew to myself that my paper was ready- and it was.
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	Personally, DepEd promotion system does not support my career aspirations and development goals as a professional teacher. As someone who is career driven, DepEd should mechanize its promotion system on what is necessary and not on what is ideal. DepEd promotion system fails

		to recognize that there are thousands of teachers in the field awaiting to be promoted and enjoying fruit of their labor over the years. Furthermore, DepEd must also capitalize on swift framework to not lengthen the waiting and wandering of teachers before one gets promoted.
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	Invest in post education. It is a classic reminder of all the leaders I encountered. And it's all true. Second, invest in professional development like attending seminars, conferences, and workshops. It's daunting but rewarding when used professionally. Third, conduct research and join research fora. This is a trend nowadays. Learning is no longer stagnant on the pages of the book nor on the four walls of the classrooms- but now written and heard aloud in seminars, workshops, and conventions.

Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	This is just a random thought. Since DepEd is gradually moving to more logical and needs- based promotion system, I do hope people who "work in the system" should and must understand the nature of the their work and will not use their will power and personal even professional power to bend the governing rules.
Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	

Senior High School Master Teacher 1

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses
Before we begin discussing the promotion system within the Department of Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences	*What inspired you to become a teacher, and how has your experience in education influenced your views on teaching?*	Teaching was my childhood dream ever since. My teachers have been truly instrumental in my aspiration to become like them. As I see them teach lessons and how they inspire their students makes me want to become like them. And when I joined DepEd, I got so inspired

shaped your understanding of the education system?		even more to become good at what I do. Specially seeing students graduate and become professionals in their respective careers pays off all my hard works as a teacher.
1. How do public school teachers perceive the fairness and transparency of the promotion system within the Department of Education?	*How do you feel about the promotion system within the Department of Education? Do you think it's fair and transparent?*	I can bear witness to the career growth opportunities in DepEd. I entered DepEd as Teacher I, then after 3 years I got promoted to Teacher 2, and then after several more years (4 years to be exact) I got promoted as Master Teacher 1. Career growth is open for all, and equal opportunities are well made available for all specially to those who earnestly aspire. There are several DepEd Orders for all personnel to refer to so they may be guided if they wish to advance in their career. In terms of point system for ranking, the Department follows several procedures to make

		sure of its transparency of the processes.
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or challenges have you faced during this process?*	It's good that our admin office is very helpful in sending division and DepEd memoranda for open rankings. Through these, all teachers are made aware of position vacancy they can apply for. In terms of opportunities, I don't say no to tasks being given to me, although sometimes these tasks require time and effort even way beyond working hours, yet I find the joy of doing it after all I learn from all these wonderful experiences. Plus given that I have very good relationship with my leaders (school head and MT) they trusted me that I am the best person to do those task and they have faith that I can deliver well. My school environment helped a lot in the achievement of all these successes.
3. What emotional experiences do public	*When interacting with the promotion system,*	At a glance, seeing the promotion guidelines, it

school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*what emotions do you typically experience? How do these emotions affect your professional well-being?*	really looks overwhelming because it requires a lot of paper works. Promotion in deped requires proper documentation. But seeing the guidelines, it made me realize that in fact all teachers in deped are actually eligible because we are doing them. And through these transparency practices of deped, it help you prepare these requirements, competencies and documents needed to help you get promoted.
4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	Yes, as early as teachers get hired with DepEd and as part of their induction, career growth is already being discussed, providing room for teachers to aspire for the better during their stay with the Department.
5. What Strategic Personal Growth Plan can be proposed aligned	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal*	We in senior high school we do not have reclassification yet, promotion is the only available option for now

with the DepEd promotion system?	*Growth Plan with the DepEd promotion system?*	to step one level higher. Reclassification is only available for elem and junior high school. We look forward for guidelines – specifically in senior high school, in this regard.
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	A teacher can grow in DepEd, only when they work hard for it. Say yes to all doors of opportunities. When they feel all their efforts go in vain, wait and let the Lord work for them!
Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	

Senior High School Master Teacher 2

Interview Guide Questions	Simplified Questions	Teacher Participant's Responses
Before we begin discussing the promotion system within the Department of	*What inspired you to become a teacher, and how has your experience in education*	My mentor, my teachers before influenced me a lot why I decided to took up education.

Education, could you please share a bit about your experiences and perspectives as a public school teacher? What initially drew you to teaching, and how have your experiences shaped your understanding of the education system?	*influenced your views on teaching?*	I had a great experienced in educating learners focusing on the curriculum
1. How do public school teachers perceive the fairness and transparency of the promotion system within the Department of Education?	*How do you feel about the promotion system within the Department of Education? Do you think it's fair and transparent?*	Great procedure in uplifting and promoting teachers in depEd.It was very fair and transparent because we have depEd order on that matter.
2. What strategies do public school teachers employ to navigate the promotion system, and what challenges do they encounter in this process?	*Can you tell me about the strategies you use to navigate the promotion system? What difficulties or challenges have you faced during this process?*	Following the procedure in the memo.We will not lost in updating ourselves. None so far.Just be updated.
3. What emotional experiences do public school teachers undergo when engaging with the promotion system, and how these experiences impact their professional well-being?	*When interacting with the promotion system, what emotions do you typically experience? How do these emotions affect your professional well-being?*	I am really challenged .Finding ways to improve my self .My professional growth.

4. To what extent does the Department of Education's promotion system align with the career aspirations and development goals of public school teachers?	*In your opinion, does the Department of Education's promotion system support your career aspirations and development goals? Why or why not?*	Yes very much.Deped is really for teachers.
5. What Strategic Personal Growth Plan can be proposed aligned with the DepEd promotion system?	*Based on your experiences, what suggestions do you have for aligning a Strategic Personal Growth Plan with the DepEd promotion system?*	It was really aligned already.
Is there anything else you would like to share about your experiences as an elementary master teacher and instructional leader?	*Do you have any other thoughts you would like to add?*	None so far
Thank you for taking the time to speak with me. Your insights are valuable to my research.	*I appreciate your time today. Thank you*	Welcome.

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APPENDIX D

THEMES AND SUB-THEMES

Commented [A5]: Append the verbatim results of the interview or narration of the co-participants.

Results of findings coming from the depth of interviews. The tables below presents the results more effectively and categorizes the findings according to themes and sub-themes.

Significant themes emerged from the data following a qualitative review of the responses from the teacher-participants regarding *promotional system* of the Department of Education.

Table 1
Teacher Narratives on Becoming a Teacher

Commented [A6]: Kindly transfer all these table sin chapter 4 place them appropriately. In doing the summary of comments. Make sure that the presentation is in narrative or paragraph form. There are 3 SOP so there must be 3 SOF, 3 Conclusions and 3 or more recos

	Themes	Details	Teacher-Participants
Teacher Narratives on Becoming a Teacher	**Personal Fulfillment**	• The teacher-participants deliberately shared life stories on becoming a teacher. • Some reasons were as follows: Childhood dreams, influence or inspired by a teacher, and the love for learning.	JL, MT 1 JA, T-III HS, MT-II
	Family Driven Aspirations	• Teacher-participants embrace teaching not just as a career, but as a meaningful path that	ME, T-III EA, T-II RS, MT-II

		aligns with their circumstances. • This circumstances were: financial situations, unavailability of programs to pursue other than teaching, health conditions, and other life happenings.	

The table above presents the summary given by teacher participants for choosing to become teachers. While their motivations vary, the underlying theme is that, despite differing reasons, all teacher participants remain committed to providing high-quality education

Table 2
Lived Experiences of Teachers on Promotion System

	Themes	**Details**	**Teacher-Participants**
Lived Experiences of Teachers on Promotion System	**Equitable Promotions**	• Teacher-participant expressed their experiences on the promotion system of the Department of Education, that according to them, the department practices a just and fair system of promotions.	JA, T-III RS, MT-II ER, MT-II

	Uncharted and Confusing System	• It may seem fair and just promotion system of the Department of Education to the teachers, still the teacher-participants revealed that they experiencing a confusion towards the said system.	EO, MT-I PW, T-II JA, T-III
	Institutional Politics	• Institutional politics can affect the promotion decisions, potentially compromising the objectivity and fairness of the promotion process making it favorable with those candidates has close ties with the school heads.	PW, T-II HS, MT-II HS, MT-II

The table 2 illustrates three key themes derived from teachers' lived experiences with the promotion system of the Department of Education. These themes encapsulate various perspectives and insights from educators regarding the fairness, transparency, and potential biases within the promotion process.

Table 3
Other Emerging Themes Captured

Other emerging		**Themes**	**Details**	**Teacher-Participants**

themes captured	**Strategies**	**Setting Clear Defined Targets**	• Teachers benefit from knowing specific criteria they must meet for promotion. • Defined targets reduce confusion and enhance teachers' focus on professional development.	JL, MT-II MJ, T-I RS, MT-II
		Advancing Oneself through Higher Studies and Trainings	• As per the Teacher-Participants, continuous education enhances teachers' skills and knowledge, making them eligible for promotion. • Engaging in professional development opportunities demonstrates a teacher's	JE, T-I PW, T-II GA, T-I

			commitment to growth.	
	Challenges	**The Burden of Excessive Parameters**	• Stringent requirements may discourage teachers from seeking advancement. • The burden of meeting numerous criteria can lead to stress and burnout.	JL, MT-II MJ, T-I RS, MT-II
		The Uncertainty of Qualifications	• Uncertainty about qualifications can create confusion among teachers seeking promotions. • Teachers may struggle to understand which credentials are necessary for advancement.	JE, T-I PW, T-II GA, T-I JA, T-III

Table 3 presents several other emerging themes regarding teacher promotions within the Department of Education, captured through the experiences of various

teacher-participants. In summary, while clear targets and continuous education are identified as effective strategies to enhance the promotion process, the burden of excessive criteria and uncertainty about qualifications pose significant challenges that need to be addressed to ensure a fair and motivating promotion system for teachers.

Table 4
Strategic Personal Growth Plan

	Themes	**Details**	**Teacher-Participants**
Strategic Personal Growth Plan	**Concrete Implementation of Strategic Personal Growth Plan**	• As mentioned by the teacher-participants, teachers benefit from a clear roadmap outlining steps for promotion. • Also, growth plans align teachers' professional development with promotion criteria.	JE, T-I MJ, T-I
	Focus on the Essentials	• Teachers should focus on essential teaching competencies to advance their careers. • Mastery of fundamental teaching practices is often a key criterion for promotion.	EA, T-II RA, MT-I

Table 4 highlights two key themes related to the strategic personal growth plan for teacher promotions, as shared by various teacher-participants. In summary, the strategic personal growth plan for teacher promotions involves both a clear implementation roadmap and a focus on essential teaching competencies. By following these strategies, teachers can effectively navigate their career paths and achieve their professional goals.

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APPENDIX E

ENDORSEMENT LETTER TO CONDUCT THE STUDY

Commented [A7]: Append the verbatim results of the interview or narration of the co-participants.

Republic of the Philippines
Department of Education
Region IV-A CALABARZON
City Schools Division of Dasmariñas

RECORDS UNIT
RELEASED
DATE / TIME: 05 JUN 2024
BY:
NO: 052224-014
052724-030

1st INDORSEMENT
May 24, 2024

REQUEST OF CRISANTO E. AVILA TO CONDUCT A STUDY

Respectfully referred to the School Heads of Public Elementary and Secondary Schools in the City Schools Division of Dasmarinas, Dasmariñas City, Cavite, with the information that the undersigned interposes no objection to the attached request of **Crisanto E. Avila,** graduate student at University of Perpetual Help System Dalta, to conduct their research study on **"The Lived Experiences of Public School Teachers in Navigating the Promotion System in the Department of Education"** provided that utmost consideration to DepEd Order No. 9, s. 2005, titled *Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith*, be observed and that no classes shall be disrupted in the conduct of the study. The researcher(s) must adhere to appropriate measures to protect the confidentiality of participants and data is not misused, accessed, or disclosed without authorization. Further, participation in the study is purely voluntary.

For your information and guidance.

ELIAS A. ALICAYA, JR.
OIC- Schools Division Superintendent

Attached: as stated
/KLM/052224-014

DepED MATATAG

CSDO Bldg., DasCA Compound, Burol II, City of Dasmariñas, 4115
Telephone No: (046) 423 7934 | 0919 081 4851 | 0919 081 4847 | 0919 081 4849
DepEd Tayo Dasmariñas City dasmarinas.city@deped.gov.ph https://depeddasma.edu.ph

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MEMORANDUM OF AGREEMENT
REQUEST TO CONDUCT STUDY AND GATHER DATA

This Memorandum of Agreement is made and entered into between:

CRISANTO E. AVILA, 50, Married, Filipino, with principal address at Blk 8 Lot 1 Phase 2 Extension, Mabuhay City, Paliparan 3, Dasmarinas City, Cavite , hereinafter referred to as the **FIRST PARTY**.

-and-

The **DEPARTMENT OF EDUCATION – CITY SCHOOLS DIVISION OF DASMARIÑAS,** is a government entity created by law, with office address at CSDO Bldg. DasCA Compound, Burol II, Dasmarinas City, Cavite, represented herein by its OIC – School Division Superintendent, **MR. ELIAS A. ALICAYA Jr.,** hereinafter referred to as the **SECOND PARTY.**

WITNESSETH:

WHEREAS Republic Act No. 10173 or the Data Privacy Act of 2012 was enacted to protect one's fundamental human right of privacy, of communication while ensuring free flow of information in order to promote innovation and growth.

WHEREAS the Department of Education recognizes the need of sharing data while ensuring the protection of one's personal information.

NOW THEREFORE, premises considered, the PARTIES hereby agree and stipulate on the following:

1. **Purpose.** In entering into this agreement, the **SECOND PARTY** is granting the **FIRST PARTY** access to the Data gathered by the **SECOND PARTY**, for the purpose of finishing the dissertation study entitled "The Lived Experiences of Public School Teachers in Navigating the Promotion System of the Department of Education." (the "Purpose").

2. **Description of Data**. The term "Data" includes information relating to personal, sensitive personal, or privileged information of an individual, whether a natural or juridical person, which was processed by the **SECOND PARTY** dissertation study entitled "The Lived Experiences of Public School Teachers in Navigating the Promotion System of the Department of Education." further described in APPENDIX B, RESEARCH INSTRUMENT , attached to this agreement.

3. **FIRST PARTY's Use of Data**

   A. Standard of Care. The **FIRST PARTY** shall exercise at least the same degree of care as it uses with its own data and Confidential Information, but in no event less than reasonable care, to protect the Data from misuse and unauthorized access or disclosure.

   B. Safeguards Around Data. The **FIRST PARTY** shall use appropriate safeguards to protect the Data from misuse and unauthorized access or disclosure. Including:
   - i. Maintaining adequate physical controls and password protections for any server or system on which the Data is stored;
   - ii. Ensuring that Data is not stored on any mobile or transmitted electronically unless encrypted; and
   - iii. Taking any other measures reasonably necessary to prevent the use or disclosure of the Data, other than as allowed under this agreement.

C. Personal Information. The **FIRST PARTY** will not attempt to identify any person whose information is contained in any Data or attempt to contact those persons.

D. Unauthorized Disclosure

i. **Report.** The **FIRST PARTY** shall promptly report to the **SECOND PARTY** any unauthorized use or disclosure of data within twenty-four (24) hours of becoming aware of such incident.

ii. **Cooperation and Mitigation.** The **FIRST PARTY** shall cooperate with any remediation that **SECOND PARTY**, in its discretion, determines is necessary to:

1. Address any applicable reporting requirements, and
2. Mitigate any effects of such unauthorized use or disclosure of the Data, including measures necessary to restore goodwill with stakeholders, including research subjects, collaborators, governmental authorities, and the public.

E. No Modification of Data. The **FIRST PARTY** shall not copy, decompile, modify, reverse engineer, or create derivative works out of any of the Data it will obtain by virtue of this agreement.

4. **Term.** This agreement will commence on the effective date agreed upon by the parties and will continue as long as the **FIRST PARTY** retains the Data, unless terminated earlier, but shall not exceed for five (5) years without prejudice to entering into a new data sharing agreement.

5. **Confidentiality/Security Measures.** The confidentiality of data pertaining to individuals will be protected as follows:

a. The **FIRST PARTY** will not release the names of individuals, or information that could be linked to an individual, nor will the recipient present the results of data analysis in any manner that would reveal the identity of the individuals.

b. The **FIRST PARTY** will not release individual addresses, nor will the recipient present the results of data analysis in any manner that would reveal individual addresses.

c. Both parties shall comply with laws and regulations governing the confidentiality and privacy of the information that is the subject of this Agreement.

d. The **FIRST PARTY** will not release data to a third party without prior approval from the **SECOND PARTY**.

e. The **FIRST PARTY** will not share, publish, or otherwise release any findings or conclusions derived from their analysis of data obtained from the **SECOND PARTY** without prior approval from the latter.

6. **Ownership.** All data shared shall remain the property of the **SECOND PARTY**.

7. **Return or Destruction of Data and Property.** On the expiration or termination of this agreement, or on the **SECOND PARTY**'s request, the **FIRST PARTY** shall promptly:

a. Return the Data and any other property, information, and documents, including any Confidential Information provided by **SECOND PARTY**,

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b. Destroy all copies it made of the Data and any other property, information, and documents, including Confidential Information, and

c. If requested by the **SECOND PARTY**, to deliver to the **SECOND PARTY** a certificate confirming the **FIRST PARTY**'s compliance with its obligation to return or destroy the Data mentioned under this section.

8. **Mediation.** The parties shall resort to mediation as a pre-requisite towards any possible legal action over all suits and actions arising out of this agreement.

9. **Venue.** The venue of all suits and actions arising out of or in connection with this agreement shall be within the Philippines where the agreement was entered into.

10. **Dissemination and Utilization of Data and Study.** The **FIRST PARTY** shall provide a copy of their study and obtained data to the **SECOND PARTY** which will be used for Planning and Research purposes of the Division.

11. The **FIRST PARTY** shall be held liable under Republic Act No. 10173 or the Data Privacy Act of 2012 for violating the terms and condition of this agreement.

IN WITNESS WHEREOF, the parties have hereunto set their hands this JUN 0 5 2024 at CITY OF DASMARIÑAS CAVITE

CRISANTO E. AVILA
First Party

CITY SCHOOLS DIVISION OF DASMARIÑAS
Second Party

Represented by:

ELIAS A. ALICAYA, JR.
Assistant Schools Division Superintendent
OIC – Office of the Schools Division Superintendent

Witnesses

REPUBLIC OF THE PHILIPPINES)
City of DASMARIÑAS CAVITE)S.S.

ACKNOWLEDGEMENT

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BEFORE ME, a Notary Public for and in CITY OF DASMARIÑAS, CA personally appeared the following persons exhibiting to me their Competent Evidence of Identity:

	Competent Evidence of Identity	Date/Place Issued
CRISANTO E. AVILA	PRC ID : 0426899	PROFESSIONAL TEACHER
ELIAS A. ALICAYA, Jr.	x x x x xxxx xx	

NOTE : ONLY CRISANTO E. AVILA APPEARED BEFORE ATTY. KARREN T. H.

known to me to be the same persons who executed the foregoing Memorandum of Agreement and they acknowledged to me that the same is their own free and voluntary act and deed.

I certify that the foregoing instrument, consisting of ____( ) pages, including this page where the Acknowledgment is written, was signed by the parties and their instrumental witnesses on each and every page thereof.

WITNESS MY HAND AND SEAL this ____ day of JUN 05 2024 at the City of OF DASMARIÑAS CAVITE Philippines.

ATTY. KARREN T. HERMOSA
NOTARY PUBLIC
Notary Public for City of Dasmariñas, Cavite
Until December 31, 2025
G/F Wellington Bldg., Congr. Ave. Brgy. Burol 2,
City of Dasmariñas, Cavite
PTR No. 3722757; 01-02-2024; City of Dasmariñas
IBP No. 362136; 10-03-2023; Cavite Chapter
Roll No. 41291
MCLE Compliance No. VII-0010367
Valid until April 14, 2025

Doc. No. 37;
Page No. 8;
Book No. 104;
Series of 2024.

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APPENDIX F

LETTER TO RESPONDENTS

May 19, 2024

_____
_____
_____

Dear Respondent,

Greetings!

I am Dr. Crisanto E. Avila, a private school administrator and publisher of an international journal dedicated to advancing the teaching profession. I am inviting you to actively participate in my dissertation study entitled "The Lived Experiences of Public School Teachers in Navigating the Promotion System of the Department of Education." This research is part of the requirements for my Doctoral Degree in Philosophy, majoring in Educational Management at the University of Perpetual Help System DALTA, Las Piñas City.

This qualitative study will explore the lived experiences of public school teachers as they navigate the DepEd promotion system. This research will be conducted in the City Schools Division of Dasmariñas, Region IV-A CALABARZON, focusing on selected public elementary, junior high school, and senior high school teachers who hold the positions of Teacher I, Teacher II, Teacher III, Master Teacher I, and Master Teacher II, with at least a Very Satisfactory (VS) rating in their last Performance Rating. The study will cover the academic year 2023-2024.

To accomplish this, I kindly request your active participation in an in-depth interview at a time most convenient for you.

The attached study instruments provide a detailed explanation of how the research will be conducted. I assure you that participants' responses will be treated with the utmost confidentiality, and their anonymity will be fully protected.

I would be deeply grateful for your acceptance of this invitation. Your active participation will contribute significantly to the successful completion of my research.

Thank you for your time and consideration.

Sincerely,

DR. CRISANTO E. AVILA, MAEd, MDC, EdD
Researcher

UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA Las Piñas Campus

CONSENT AGREEMENT

I have read and understood the information provided above about the study "The Lived Experiences of Public School Teachers in Navigating the Promotion System of the Department of Education." I agree to participate in this study and understand that my participation is voluntary and confidential.

Name: _____ Teacher Position: _____

School: _____ District: _____

Division and Region: _____

Contact Number: _____ Email Adress: _____

FB User Name: _____

Signature: _____

Date: _____

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APPENDIX G

VALIDATION OF THE INSTRUMENT

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APPENDIX H

CERTIFICATION OF DATA PROCESSING

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APPENDIX I

CERTIFICATION OF ORIGINALITY

UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA Las Piñas Campus

APPENDIX J

CERTIFICATION OF LANGUAGE EDITING

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CURRICULUM VITAE

CRISANTO E. AVILA
Blk. 8 Lot 1 Ph 2 Extension, Mabuhay City, Paliparan 3
Dasmariñas City, Cavite 4114
Mobile: 09215794211

Work Experience

School Director, St. Aloysius Academy of Dasmariñas (2005-present)

Chief Executive Officer, Aloysian Publications (2021-present)
Executive Director, Center for the Promotion of Campus Journalism (2009-present)
Program Supervisor, St. Andrews School (2012-2014)
Part Time College Professor, National College of Science and Technology (2001- 2005)
Principal, Christ the King School of Cavite (1995-2005)
Teacher, Bernardo College (1994-1995)

Educational Attainment

Graduate Studies Baliuag University Baliwag, Bulacan
Master of Arts
Major in Educational Management

Tertiary Philippine Normal University Taft Avenue, Manila
Bachelor of Secondary Education