

Awareness of Public School Teachers on the Expanded Career Progression System (ECPS)

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ABSTRACT

This study assessed the level of awareness of public elementary school teachers in the Luna District, Apayao, regarding the Expanded Career Progression System (ECPS) for School Year 2024–2025. The ECPS is a competency-based promotion framework introduced by the Department of Education to provide structured, merit-based career advancement opportunities for teachers. The study specifically examined the teachers' awareness of the system's components—Career Teaching Line, Mode of Promotion, and Qualification Standards.

A descriptive-correlational and comparative research design was employed. A total of 53 permanent teachers from 17 public elementary schools in the Luna District participated in the study. Research instruments were used to gather data on teachers' demographic profiles, awareness, and preparedness. Descriptive statistics, Pearson's correlation, and one-way ANOVA were used for data analysis.

Findings revealed that teachers were generally aware of the ECPS, with the highest awareness found in qualification standards.

Keywords: Expanded Career Progression System, teacher promotion, teacher preparedness, awareness, professional development, ECPS, Luna District, Apayao, DepEd

1. INTRODUCTION

Teaching is a noble profession that plays a crucial role in shaping society. Career progression for teachers enhances their skills and improves education quality. Structured career frameworks, such as those in the U.S., Finland, and Singapore, highlight the importance of clear advancement pathways and professional development.

In the Philippines, the Expanded Career Progression System (ECPS) was established under Executive Order No. 174 (2022) to provide defined career lines for public school teachers, aligning with constitutional mandates for professional advancement. However, awareness of the ECPS remains a critical factor in its success.

Previous studies emphasize the link between teacher awareness and engagement in career progression systems. Navalta (2021) found that teachers' understanding of opportunities directly affects participation. Similarly, Lopez & Velez (2018) identified lack of information as a key barrier. Nderitu (2017) and Makarova (2016) further highlighted challenges like inadequate training and limited access to information, which hinder career growth.

In the Luna District, Apayao, the ECPS has generated discussions among public elementary teachers since its Implementing Rules and Regulations (IRR) were released in August 2024. While some recognize its benefits—such as clearer promotion pathways—others express concerns about their awareness of the

system's objectives, qualifications, and processes. Teachers have called for more information sessions to improve understanding.

This study examines the level of awareness of public elementary teachers in Luna District regarding the ECPS for the 2024-2025 school year. Given limited existing research, this study aims to fill the gap by assessing teachers' understanding of the ECPS and identifying challenges they face. The findings will help develop strategies to enhance awareness and support effective implementation.

Statement of the Problem

The present study aimed to assess the level of awareness of Public Elementary School Teachers in the Luna District, Apayao, regarding the Expanded Career Progression System (ECPS) for the School Year 2024-2025. It identified gaps in their awareness to engage with the system and career progression opportunities.

1. What is the profile of the Public Elementary School Teachers in terms of:

- Age
- Sex
- Civil Status
- Highest Educational Attainment
- Years in service
- Plantilla position

2. What is the level of awareness of Public Elementary School Teachers regarding the Career Progression System in terms of:

- Teaching Career Line
- Mode of Promotion
- Qualification Standards

3. Is there a significant relationship between the following variables: profile and awareness?

Theoretical and Conceptual Framework

This study is anchored in two key theories: the Career Development Theory [8] and the Theory of Planned Behavior [9], both of which offer valuable perspectives on understanding the Expanded Career Progression System (ECPS) in public schools.

Career Development Theory [8], emphasizes the dynamic nature of career growth, highlighting that individuals evolve through different career stages based on their self-concept, experiences, and opportunities for development. In the context of public school teachers, this theory explains how teachers' knowledge, skills, and readiness to engage in career progression evolve over time. The ECPS aligns with this theory by providing structured pathways for career growth, enabling teachers to progress through different roles, from Teacher I to Master Teacher and beyond, based on clear requirements and competencies.

The Theory of Planned Behavior [9], suggests that an individual's behavior is influenced by their attitude toward the behavior, subjective norms, and perceived behavioral control. In relation to ECPS, teachers' preparedness to engage in career progression is shaped by their attitudes toward professional advancement, the encouragement they receive from peers and superiors, and their belief in their ability to meet the requirements for career progression. This theory provides a framework for understanding how factors like motivation, perceived barriers, and available resources influence teachers' readiness to advance

in their careers.

The ECPS is designed to facilitate career progression through distinct tracks (e.g., teaching, school leadership, curriculum development), with corresponding competencies and requirements. As such, teachers' awareness of these tracks and their preparedness to navigate them are crucial for successful career advancement.

In this study, Career Development Theory supports the investigation of teachers' professional growth and readiness to engage with the ECPS, while the Theory of Planned Behavior provides a framework for examining how teachers' beliefs, motivation, and perceptions influence their preparedness for career progression. The study aims to identify areas where support and capacitation may be needed based on the evaluation of teachers' awareness and preparedness in relation to their profile, ultimately enhancing the effectiveness of the ECPS in public schools

Figure 1. Research Paradigm

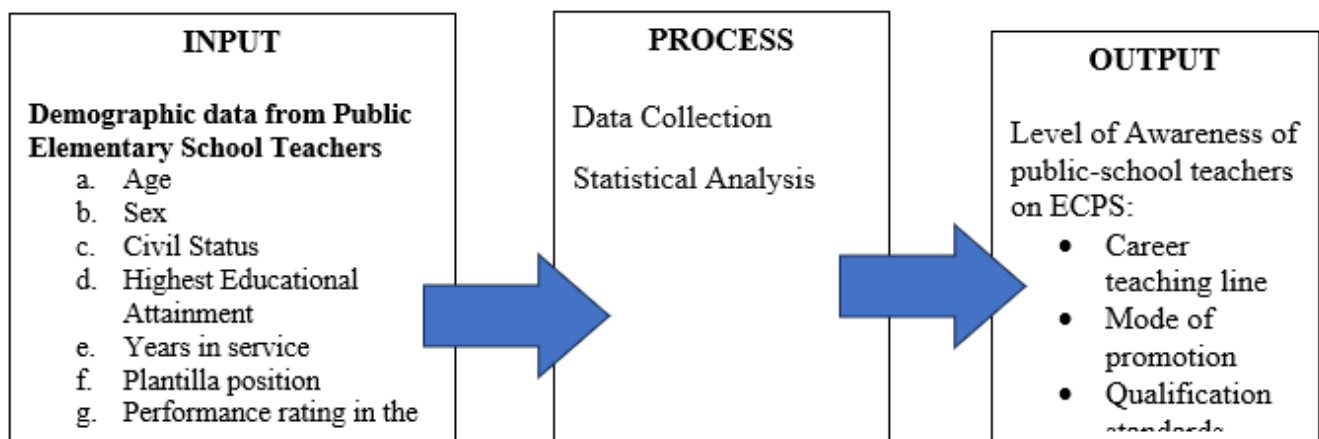


Figure 1 examines the relationship between public elementary school teachers' demographic profiles (age, sex, civil status, educational attainment, years in service, and plantilla position) and their level of awareness of the Expanded Career Progression System (ECPS) in terms of the teaching career line, mode of promotion, and qualification standards. Grounded in Social Cognitive Theory, Diffusion of Innovations Theory, and Human Capital Theory, the framework posits that teachers' awareness is shaped by personal experiences, institutional communication, and professional qualifications. By analyzing survey data, the study will determine whether certain demographic factors significantly correlate with awareness levels, thereby identifying gaps that may require targeted interventions such as training programs or policy dissemination strategies. The findings will provide actionable insights to enhance teachers' engagement with the ECPS and support its effective implementation in the Luna District, Apayao.

2. METHODOLOGY

Research Design

The present study utilized descriptive-correlational and comparative research designs to assess the level of awareness of public elementary school teachers in the Luna District, Apayao, regarding the Expanded Career Progression System (ECPS) for the School Year 2024-2025. This approach allowed for a comprehensive examination of the teachers' understanding and readiness concerning ECPS requirements and their professional growth opportunities.

The study is descriptive in nature, as it aims to profile the public elementary school teachers based on various demographic and professional characteristics, including age, sex, civil status, highest educational attainment, years in service, plantilla position, and previous year's performance rating. Additionally, the descriptive aspect of the study will determine the teachers' levels of awareness regarding specific ECPS components, such as the Teaching Career Line, Mode of Promotion, and Qualification Standards, as well as their level of preparedness, particularly in areas such as understanding ECPS requirements, engaging in professional development, and demonstrating proficiency and competency.

The study is correlational in nature, as it seeks to determine whether significant relationships exist between the teachers' demographic profile and their levels of awareness.

Furthermore, the study will utilize a comparative research design to explore significant differences in the levels of awareness among teachers when grouped according to their demographic profiles.

Locale of the Study

The locale of this study encompassed the Luna District, which is situated in the province of Apayao, Philippines.

Respondents of the Study

The respondents of this study were the **53 permanent teachers** assigned to selected public elementary schools in the Luna District of Apayao for the **School Year 2024–2025**.

Research Instruments

A profiling instruments to profile the respondents by collecting essential demographic information about the teachers. This instrument gathered data regarding age, sex, civil status, highest educational attainment, years of service, plantilla position, and performance rating in the previous school year. It consisted of eight items, which provided a comprehensive overview of the participants' backgrounds. This profiling was crucial for understanding how these characteristics may have influenced the teachers' awareness and preparedness regarding the Expanded Career Progression System (ECPS).

An Instruments for Level of Awareness and Preparedness measured the teachers' level of awareness concerning the ECPS. Adapted from M. Navalta [1], this instrument utilized a five-point Likert scale ranging from "Highly Aware" (5) to "Not Aware" (1). It assessed awareness across three key areas: Career Teaching Line, Mode of Promotion, and Qualification Standards, comprising a total of 16 items. Specifically, it included five items for the Career Teaching Line, five items for the Mode of Promotion, and six items for Qualification Standards. The data collected from this instrument offered insights into the extent of the teachers' knowledge about the ECPS framework and its components.

Data Gathering Procedure

After the approval of the researcher's thesis proposal, the data gathering process commenced. Permissions were secured from the Office of the Schools Division Superintendent through the appropriate channels to ensure compliance with institutional protocols and to obtain the necessary endorsements for conducting the study in the selected schools.

Once approval was granted, the researcher distributed the research instruments to the permanent teachers in the identified public elementary schools within the Luna District. The profiling instrument was administered first to gather demographic information, followed by the instruments designed to assess the teachers' levels of awareness and preparedness regarding the Expanded Career Progression System (ECPS). Clear instructions were provided to the respondents on how to complete the questionnaires, emphasizing the importance of providing honest and accurate responses to enhance the reliability of the collected data.

Ethical Considerations

This study prioritized adherence to ethical standards to ensure the rights, welfare, and confidentiality of all participants were protected throughout the research process. Informed consent was obtained from each respondent, clearly explaining the purpose, scope, and procedures of the study, as well as their right to participate voluntarily. Participants were informed of their freedom to withdraw from the study at any time without penalty, reinforcing their autonomy and choice.

Confidentiality and anonymity were key ethical considerations in handling participants' data. All personal information collected was kept confidential and used solely for research purposes. Identifiable details were anonymized to prevent any disclosure of the identities of respondents. Data were securely stored and accessible only to the researcher to maintain its integrity and confidentiality.

The study also committed to minimizing any potential risks to participants. As part of this, the researcher took measures to ensure that questions in the survey and any interactions remained respectful, unbiased, and non-intrusive. Furthermore, findings were reported honestly and accurately, respecting the participants' experiences and viewpoints.

Statistical Treatment of Data

The statistical treatment of data in this study involved a combination of descriptive and inferential statistical analyses to assess the responses gathered from the research instruments. For the profiling instrument, descriptive statistics were employed to summarize the demographic characteristics of the public elementary school teachers in the Luna District. This included the calculation of frequencies and percentages for various categories such as age, sex, civil status, highest educational attainment, years of service, plantilla position, and previous performance ratings. These descriptive measures provided a comprehensive overview of the respondents' profiles.

The levels of awareness regarding the Expanded Career Progression System (ECPS) were evaluated using two distinct Likert scales adapted from M. Navalta [1]. The first instrument assessed the level of awareness with the following scale:

Scale	Range	Descriptive Label	Interpretation
5	4.21 – 5.00	Highly Aware	A strong understanding of the ECPS, including its components and implications.
4	3.41 – 4.20	Aware	A general understanding of the ECPS and its significance.
3	2.61 – 3.40	Moderately Aware	Some knowledge of the ECPS but lacks comprehensive understanding.
2	1.81 – 2.60	Slightly Aware	Limited understanding of the ECPS, with few key concepts known.
1	1.00 – 1.80	Not Aware	No awareness or understanding of the ECPS.

To analyze the data collected from these instruments, the mean and standard deviation for each item of the scales were calculated. This yielded insights into the overall levels of awareness among the teachers. Additionally, frequency distributions were generated to illustrate the percentage of respondents within each category.

For inferential statistical analysis, independent t-tests and one-way ANOVA were employed to determine significant differences in levels of awareness among the teachers when grouped according to demographic profiles.

3. RESULTS AND INTERPRETATION OF DATA

Teachers' Profile

Table 1 presents the demographic and professional characteristics of the teacher-respondents, which include age, sex, civil status, highest educational attainment, plantilla position, number of years in service, and performance rating.

A substantial portion of the respondents (51%) belong to the 30–36 age group, followed by 25% in the 37–43 age group. The rest are distributed across older brackets, with 15% aged 44–50, 7% aged 51–57, and only 2% aged 58–64. This distribution confirms that the majority of public school teachers in the study are in their early to mid-career stages. This is consistent with the national trend reported by Mateo and Orbeta [9], who concluded that the Philippine public education sector is heavily populated by teachers aged 30 to 45, indicating a highly active teaching population with strong potential for vertical movement. In terms of sex, 89% of respondents are female and 11% are male, further affirming the enduring gender imbalance in the Philippine public education system. The Department of Education's 2023 statistics show that women constitute more than 80% of the basic education teaching workforce [10]. This phenomenon is consistent with broader global patterns identified by UNESCO, wherein teaching—particularly at the primary and secondary levels—remains a highly feminized profession [11]. The prevalence of female educators often correlates with historical gender norms and caregiving roles assigned to women in many societies.

With respect to civil status, 66% of the teachers are married, 28% are single, and 6% are widowed. This composition supports previous studies indicating that most Filipino teachers in public schools tend to be married and settled, factors that influence their decisions to remain in the profession and pursue long-term advancement [12].

As for educational attainment, 51% of the respondents have earned units toward a master's degree, 34% are master's degree holders, 9% have doctoral units, and 4% have completed their doctoral studies. Only 2% hold a bachelor's degree alone. These findings mirror the growing trend of academic upgrading among Filipino teachers, attributed to Department of Education qualification standards and scholarship programs supporting graduate-level studies [13]. The Commission on Higher Education (CHED) reported a consistent increase in postgraduate enrollees from the education sector as professional standards become more demanding [14].

In terms of plantilla positions, half of the respondents are Teacher III (50%), while 28% are Teacher I, 11% are Teacher II, 4% are Master Teacher I, and 7% are Master Teacher II. This reflects the bottleneck in promotion beyond Teacher III due to the limited availability of Master Teacher positions. This structural limitation is precisely what the Expanded Career Progression System seeks to address, as also highlighted in the explanatory note to Senate Bill No. 2019, which justifies the need for more flexible and inclusive pathways for career mobility [15].

Finally, regarding years in service, the majority (50%) have served for 6–11 years, followed by 15% each for those with 12–17 and 24–29 years, 11% with 18–23 years, 5% with 30–36 years, and 4% with 1–5 years. These data indicate a predominance of mid-career teachers, who typically encounter promotion ceilings in the absence of a progressive system. This corroborates the study of Bernardo et al. [16], who

found that mid-career teachers often stagnate professionally due to hierarchical rigidity and limited opportunities for advancement under the old system.

Table 1: Profile of the Participants

Profile Variables	Frequency	Percentage
A. AGE		
30 - 36	27	51
37 - 43	13	25
44 – 50	8	15
51 - 57	4	7
58 - 64	1	2
B. SEX		
Male	6	11
Female	47	89
C. CIVIL STATUS		
Single	15	28
Married	35	66
Widow	3	6
D. HIGHEST EDUCATIONAL ATTAINMENT		
Bachelor's Degree	1	2
With MA Units	27	51
Master's Graduate	18	34
With PhD Units	5	9
PhD Graduate	2	4
E. PLANTILLA POSITION		
Teacher I	15	28
Teacher II	6	11
Teacher III	26	50
Master Teacher I	2	4
Master Teacher II	4	7
F. Number of Years in the Service		
1 – 5	2	4
6 – 11	26	50
12 – 17	8	15
18 – 23	6	11
24 - 29	8	15
30 - 36	3	5

Level of Awareness of the Public School Teachers on Expanded Career Progression System Career Teaching Line

Table 2a presents the level of awareness of public school teachers on the Expanded Career Progression System (ECPS), specifically along the Career Teaching Line. The results show that the respondents are generally “Aware”, with an overall mean of 3.61 across five indicators.

The highest mean score of 3.96 was recorded under the statement “I am aware that the Expanded Career Progression System (ECPS) establishes distinct career lines for public school teachers, including Classroom Teaching and School Administration.” This indicates a strong foundational awareness among teachers of the bifurcated structure introduced by the ECPS. This finding reflects the initial success of Department of Education’s efforts to disseminate information following the issuance of DepEd Order No. 29, s. 2022, which operationalized the ECPS framework [18].

Meanwhile, moderate levels of awareness were observed in more specific aspects. For example, teachers expressed familiarity with the career line structures, as shown by mean scores of 3.57 for both the ability to identify positions in the Classroom Teaching Career Line and understanding progression within the School Administration Career Line. However, slightly lower scores of 3.47 were recorded in understanding progression within the Classroom Teaching Line and in identifying specific positions within the School Administration track. This indicates that while general awareness exists, there are gaps in teachers’ grasp of detailed mechanics, particularly regarding the step-by-step career trajectory and designation mapping.

These results are consistent with the findings of Cristobal and Pamaos [19], who reported that although public school teachers tend to express positive perceptions about policy reforms, they often lack in-depth understanding unless supported by intensive orientation and consistent implementation support. Similarly, Orbeta and Paqueo [20] emphasized the importance of continuous professional learning and leadership development in ensuring that policy initiatives such as ECPS are translated into actual career planning and progression.

This level of awareness suggests that many teachers may not yet be fully equipped to strategically navigate the ECPS for their own advancement. The implication is that awareness at the structural level does not automatically translate into functional understanding which is an issue that underscores the need for targeted orientation programs, concrete exemplars of career paths, and customized capacity-building at the school and division levels.

Moreover, the perceived awareness indicates a readiness to engage, but also a dependence on administrative units to provide more detailed, contextualized dissemination. This aligns with the diffusion of innovation theory, which asserts that successful policy adoption depends not only on information exposure but also on individual understanding and perceived applicability [21].

Therefore, while teachers appear aware of the existence and general nature of the ECPS’s dual-track system, a deeper engagement with its intricacies such as qualification standards, competency expectations, and mobility requirements is still needed. The findings imply that school heads and HR focal persons should play a more active role in ensuring that teachers are not only informed but also empowered to plan and act on their own career advancement within the framework of the ECPS.

Table2a. Level of Awareness of the Public School Teachers on Expanded Career Progression System along Career Teaching Line

INDICATORS	Mean	Descriptive Value
A. Statements		
1. I am aware that the Expanded Career Progression System (ECPS) establishes distinct career lines for public school teachers, including Classroom Teaching and School Administration.	3.96	Aware
2.I can identify the specific positions within the Classroom Teaching Career Line of the ECPS.	3.57	Aware
3.I can identify the specific positions within the School Administration Career Line of the ECPS.	3.47	Aware
4.I understand the progression from one career level to another within the Classroom Teaching Career Line.	3.47	Aware
5.I understand the progression from one career level to another within the School Administration Career Line.	3.57	Aware
Overall Mean	3.61	Aware

Mode of Promotion

Table 2b illustrates the level of awareness of public school teachers with regard to the mode of promotion under the Expanded Career Progression System (ECPS). The data show an overall mean of 3.83, indicating that respondents are generally “Aware” across the five indicators that reflect different dimensions of the ECPS promotion process.

The highest mean scores of 4.04 were recorded in two critical areas. First, teachers expressed a high level of awareness that promotion under ECPS is based on merit and the fulfillment of qualifications. Second, they also acknowledged that promotion processes may involve assessments aligned with the Philippine Professional Standards for Teachers (PPST). These findings suggest that teachers understand the foundational principle of meritocracy guiding the ECPS. This awareness reflects the initial success of policy communication efforts embedded in DepEd Order No. 29, s. 2022, which emphasized that all promotional opportunities must be anchored on demonstrated competencies and the PPST framework [18]. A slightly lower mean of 3.85 was recorded on the item regarding the role of classroom effectiveness in the promotion process. This score reflects that while teachers recognize that teaching performance is a criterion, some may still require further clarification on how performance is operationally measured and weighted in the evaluation rubric. This is consistent with the findings of Dizon and Cabansag [22], who reported that public school teachers often express a need for clearer guidelines on the evaluation of teaching effectiveness in connection to career progression.

Meanwhile, awareness of the specific policies and guidelines related to promotion yielded a mean of 3.57, the lowest among all indicators in this domain. This suggests a partial gap in teachers’ understanding of the full set of governing documents and institutional procedures that accompany the ECPS implementation. It is possible that teachers are generally familiar with the conceptual outline of the program but have limited exposure to the concrete tools, checklists, or application protocols. According to Garcia and Santiago [23], policy diffusion in public education reforms tends to encounter fragmentation at the school level, which hampers uniform awareness and implementation fidelity.

In addition, the item regarding compensation and its linkage to promotion recorded a mean of 3.66, still within the “Aware” range but relatively lower than the top indicators. This suggests that while respondents understand that career movement under ECPS brings with it changes in compensation, they may not yet fully grasp the alignment between pay scales, salary grades, and career line movement. This issue was also addressed by the Department of Budget and Management (DBM) and DepEd through joint memoranda on compensation reclassification but may not have reached all school-level personnel comprehensively [24].

These findings imply that teachers generally understand the major conceptual and structural elements of the ECPS mode of promotion. However, awareness appears to be stronger in philosophical and principle-based aspects, while gaps remain in the procedural, administrative, and compensatory dimensions. The implication is that for ECPS to be fully internalized, DepEd and school division offices must intensify efforts in providing practical, accessible, and teacher-friendly dissemination of implementation details, using in-service training and HR orientation modules. Furthermore, school heads play a critical role in cascading these mechanisms, as supported by the literature on school-based implementation of central policies in the Philippine educational system [25].

Table 2b. Level of Awareness of Public School Teacher Along Mode of Promotion

Statements	Mean	Descriptive Value
1.I am aware that promotion within the ECPS is based on merit and the achievement of qualifications.	4.04	Aware
2.I understand the role of classroom effectiveness in the promotion process within the ECPS.	3.85	Aware
3.I know that the mode of promotion may involve assessments aligned with the Philippine Professional Standards for Teachers.	4.04	Aware
4.I am familiar with the existing policies and guidelines related to promotion within the ECPS.	3.57	Aware
5.I understand how compensation is linked to the mode of promotion within the ECPS.	3.66	Aware
Overall Mean	3.83	Aware

Qualification Standards

Table 2c presents the awareness of public school teachers on the qualification standards required under the Expanded Career Progression System (ECPS). The overall mean score of 3.84 indicates that the respondents are generally “Aware” of the qualifications necessary for promotion under the system.

The highest level of awareness was recorded in the statement “I am aware that RA 1080, such as the Licensure Examination for Teachers (LET) or PBET, is a required eligibility for career advancement within the ECPS” with a mean of 4.43, described as “Highly Aware”. This suggests that respondents possess a strong understanding of licensure as a fundamental legal prerequisite for any promotional opportunity in the public school system. This finding confirms what is legally mandated under Republic Act No. 1080, which declares that passing the teacher licensure exam is equivalent to civil service eligibility [26]. The consistently high awareness of this requirement may be attributed to its inclusion in every teacher’s entry credential and its repeated reference in promotion policies and DepEd Orders.

In terms of understanding the importance of continuous professional development (CPD) through training, the teachers recorded a high mean score of 4.04. This shows that teachers recognize the role of lifelong learning in professional advancement. The Professional Regulation Commission (PRC), under the CPD Act of 2016 or Republic Act No. 10912, mandates CPD for professional renewal, which further reinforces this perception [27]. In addition, the Department of Education has institutionalized learning and development programs to align with ECPS qualifications, strengthening the connection between training and mobility [28].

Similarly, a high level of awareness was reflected in the item “I understand the significance of full-time teaching experience for career advancement,” with a mean of 3.94. This affirms that public school teachers are generally familiar with the value placed on teaching experience as a promotion criterion. Experience is a core element in the qualification standards outlined in the career line matrices under ECPS. According to the Philippine Normal University policy research report, sustained instructional engagement is essential for professional growth and is formally embedded in most DepEd promotion frameworks [29].

However, lower awareness scores were recorded in more specific aspects. For example, the statement on “required number of years of full-time teaching experience for Teacher IV to Teacher VII” received a mean score of 3.45, the lowest in this domain. Similarly, awareness about “required training related to Curriculum, Pedagogy, and Subject Specialization” had a mean of 3.55. These scores suggest that while teachers understand the general importance of training and experience, their familiarity with precise, role-specific qualification matrices is still developing. This observation echoes the findings of Tolentino and Olivares [30], who emphasized that many educators lack updated knowledge of evolving qualification benchmarks, especially for newly introduced position titles such as Teacher IV to VII under ECPS.

Finally, awareness of the “specific educational qualifications required for Teacher IV to Master Teacher I” was recorded at 3.64, which still falls within the “Aware” category. However, this result reveals a moderate gap in technical understanding of educational thresholds. The Department of Education has already clarified these requirements through DO 29, s. 2022, yet it appears that school-based cascading of this information is uneven, leading to partial awareness across different indicators.

The findings of this section imply that while public school teachers demonstrate general awareness of qualification standards under ECPS, the granularity of their knowledge is uneven. Their understanding is stronger for long-established elements such as licensure, teaching experience, and the value of training. On the other hand, awareness is lower when it comes to specific position-based standards and technical matrices that define promotion pathways. This reinforces the need for targeted and frequent orientation programs that focus on operationalizing ECPS within school communities. More importantly, practical tools such as qualification checklists, flowcharts, and sample career roadmaps should be made available to teachers to deepen their understanding and support their strategic career planning.

Table 2c. Level of Awareness of Public School Teachers Along Qualification Standards

Statements	Mean	Descriptive Value
1.I am aware of the specific educational qualifications required for Teacher IV-Master Teacher I within the ECPS.	3.64	Aware
2.I am aware of the required training related to Curriculum, Pedagogy, and Subject Specialization within the ECPS.	3.55	Aware
3.I understand the importance of continuous professional development through training within the ECPS.	4.04	Aware

4.I understand the significance of full-time teaching experience for career advancement within the ECPS.	3.94	Aware
5.I am aware of the required number of years of full-time teaching experience for Teacher IV-Teacher VII within the ECPS.	3.45	Aware
6.I am aware that RA 1080, such as the LET or PBET, is a required eligibility for career advancement within the ECPS.	4.43	Highly Aware
Overall Mean	3.84	Aware

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

Table 2d displays the summary of the level of awareness of public elementary school teachers in the Luna District regarding the Expanded Career Progression System (ECPS). The overall weighted mean was 3.76, which corresponds to the descriptive value “Aware.” This indicated that the teachers generally possessed a clear and adequate understanding of the ECPS, including its relevance and implications for their professional advancement.

Among the three key indicators assessed, Qualification Standards recorded the highest mean score of 3.84, interpreted as “Aware.” This suggested that most teachers were knowledgeable about the eligibility requirements and criteria for career progression. Such awareness is essential in aligning teachers’ professional development efforts with the expectations of the system.

The Mode of Promotion followed with a mean of 3.83, also falling under the “Aware” category. This reflected that the respondents had a sound understanding of the different promotional mechanisms offered under the ECPS, such as merit-based promotions, performance-based assessments, and portfolio evaluations.

The indicator Career Teaching Line posted the lowest mean of 3.61, though still described as “Aware.” This implies that while the respondents had a general understanding of the career pathways within the teaching profession, this area may require further clarification or dissemination efforts to deepen comprehension.

Overall, the data suggested that public school teachers in the Luna District were adequately informed about the ECPS. Nonetheless, continued professional development sessions, policy orientations, and information campaigns may enhance their level of awareness, particularly in the structure of the Career Teaching Line.

Table 2d. Summary of Level of Awareness of the Public School Teachers on Expanded Career Progression System

Indicators	Mean	Descriptive Value
Career Teaching Line	3.61	Aware
Mode of Promotion	3.83	Aware
Qualification Standards	3.84	Aware
Overall Weighted Mean	3.76	Aware

Correlation Results between the teachers’ profile variables and their awareness of the on the ECPS

Table 4a presents the results of the correlation analysis conducted to determine the relationship between selected profile variables of public school teachers and their level of awareness regarding the Expanded

Career Progression System (ECPS). The analysis was tested at the 0.05 level of significance, using the Pearson product-moment correlation coefficient as the statistical tool. The findings reveal a differentiated pattern of influence across variables.

A significant positive correlation was found between age and awareness of the ECPS, as evidenced by an r -value of 0.291, which exceeds the critical value of 0.275. This result suggests that older teachers tend to have higher levels of awareness of the ECPS compared to their younger counterparts. This may be attributed to the fact that more experienced educators are often more engaged in institutional processes related to promotion and professional development, particularly when nearing transition to higher ranks. Mateo and Orbeta [9] have noted that mid- to late-career teachers in the Philippine public school system often take a more active role in career planning, especially when promotion becomes a functional necessity.

Similarly, a significant correlation was also found between sex and ECPS awareness, with an r -value of 0.298. This suggests that awareness levels may vary according to gender, with the trend potentially influenced by the higher participation rate of women in professional development programs within the teaching profession. As reported by UNESCO [11], female educators in Southeast Asia tend to engage more consistently in continuous learning systems, which could partly explain their greater policy awareness.

A stronger positive correlation was found between years in service and awareness, as shown by an r -value of 0.350, which indicates that teachers who have been in service longer demonstrate higher awareness levels. This finding reinforces the developmental model of professional learning, which posits that familiarity with institutional policies, such as promotion frameworks, increases through cumulative exposure over time. The study of Bernardo et al. [16] similarly confirmed that tenure in service often correlates with higher policy knowledge, especially in decentralized education systems where experience improves access to informal networks and mentoring.

The variable highest educational attainment also showed a statistically significant correlation with ECPS awareness, with an r -value of 0.321. Teachers who have attained graduate degrees or higher levels of education tend to be more informed about the ECPS. This can be explained by the academic orientation and research engagement that comes with advanced study, which frequently includes exposure to current educational policies, standards, and reform structures. According to CHED [14], teachers pursuing graduate education often develop stronger competencies in policy analysis and instructional leadership, thereby becoming more responsive to frameworks like the ECPS.

In contrast, civil status was found to have an r -value of 0.150, which is below the critical value, indicating no significant relationship with ECPS awareness. This suggests that marital status does not influence a teacher's level of awareness of career progression systems. This result is consistent with studies such as that of Francisco [12], which concluded that professional attitudes and engagement in educational reform efforts are more closely linked to contextual and professional factors than to personal demographic characteristics.

Likewise, plantilla position yielded a negligible r -value of 0.001, showing no significant relationship with ECPS awareness. This is a particularly noteworthy finding since one might expect higher-ranking teachers to demonstrate greater awareness. However, it may imply that regardless of rank, not all teachers receive equal access to information dissemination or training on the ECPS. This supports the argument by Garcia and Santiago [23] that systemic inconsistencies in policy cascading remain a challenge in the Philippine education sector.

In summary, the correlation results affirm that experience-related and academic variables such as age, sex, years of service, and educational attainment are significantly associated with awareness of the ECPS. Meanwhile, civil status and plantilla rank appear to have no direct influence. These findings imply that interventions aiming to increase awareness must be tailored to address gaps among specific groups, particularly those in early career stages, lower academic tracks, and non-leadership positions. More targeted communication strategies and inclusive training sessions are essential to ensure that all teachers, regardless of background, are fully equipped to engage with the ECPS and prepare for professional advancement.

Table 4a: Relationship of the profile variables and awareness of the public School Teachers on the ECPS

Grouping Variable	r - value	r -critical Value	Decision
Age	0.291	0.275	Significant
Sex	0.298		Significant
Years in Service	0.350		Significant
Civil Status	0.150		Not Significant
Highest Educational Attainment	0.321		Significant
Plantilla Position	0.001		Not Significant

***tested at 0.05 level of significance**

Comparison of the awareness of the public School Teachers on the ECPS when grouped according to their profile

Table 5a presents the comparative analysis of the awareness of public school teachers on the Expanded Career Progression System (ECPS) when grouped according to their profile variables. The analysis was conducted using one-way analysis of variance (ANOVA) and tested at the 0.05 level of significance. The results reveal statistically significant differences in the level of awareness across several profile categories, while others show no significant variation.

The variable age yielded an F-value of 5.26 and a p-value of 0.041, indicating a statistically significant difference in awareness across different age groups. This result supports the earlier correlational findings, confirming that awareness of ECPS varies depending on the respondent's age. Older teachers, who are likely more exposed to administrative briefings, formal memos, and institutional practices on promotion, tend to report higher levels of awareness. Mateo and Orbeta [9] noted that experienced teachers often serve as internal policy conduits in schools, resulting in higher policy engagement compared to their younger colleagues.

Sex also showed a significant difference, with an F-value of 3.25 and a p-value of 0.030, suggesting that male and female teachers differ in their reported level of awareness. This is consistent with studies from UNESCO [11], which have observed that female teachers tend to engage more frequently in professional learning activities, including school-based trainings, orientation sessions, and collaborative planning, all of which may influence awareness levels. However, while the difference is statistically significant, the

result should be interpreted with caution and situated within the broader gender dynamics of participation and access in professional development.

The variable years in service yielded a highly significant p-value of 0.003 with an F-value of 4.55, confirming that teachers' tenure influences their awareness of the ECPS. Teachers who have served longer are likely to have accumulated experience in policy implementation, school-based governance, and promotion processes, which would directly contribute to higher awareness. This is supported by Bernardo et al. [16], who found that professional longevity often correlates with deeper procedural knowledge and institutional memory in school systems.

Significant variation was also found in highest educational attainment, which recorded an F-value of 2.58 and a p-value of 0.004. This result indicates that teachers with higher academic qualifications, particularly those with graduate degrees, are more aware of the ECPS than their counterparts with lower levels of formal education. This finding is aligned with the conclusions of CHED [14], which emphasize that teachers pursuing advanced studies are more likely to engage with current educational policies, research, and innovation frameworks. Academic exposure often facilitates familiarity with qualification matrices, promotion guidelines, and competency-based systems such as the ECPS.

On the other hand, no significant differences in awareness were found when teachers were grouped according to civil status ($F = 2.33$, $p = 0.446$) and plantilla position ($F = 0.873$, $p = 0.209$). This suggests that marital status and current rank do not substantially influence a teacher's level of awareness of ECPS. These findings mirror earlier correlation results and align with Francisco [12], who explained that professional awareness is more strongly driven by contextual and professional development factors than by personal demographics. Similarly, the absence of variance based on rank may imply that access to ECPS-related information is not always structured by position. Garcia and Santiago [23] observed that in many public schools, cascading of institutional policies often relies on voluntary participation rather than formal hierarchies, potentially limiting the reach of information even among those in higher positions.

Lastly, performance rating in the previous year was treated as a constant in this analysis, indicating no variability in the data. This is expected, given that the majority of respondents had uniform performance ratings, as shown in earlier profile analysis. Consequently, performance rating was not a discriminating variable in the comparison of awareness levels.

In summary, the comparison reveals that awareness of ECPS significantly varies across teachers' age, sex, years in service, and educational attainment, but not according to civil status, rank, or performance rating. These findings imply that strategies for improving awareness should be responsive to specific teacher subgroups, particularly those who are younger, early-career, and have not pursued graduate education. Awareness-building efforts must go beyond memos and orientation materials and instead include structured, participatory, and contextually relevant training programs that address the unique information needs of different teacher demographics.

Table 5a. Comparison of the awareness of the public School Teachers on the ECPS when grouped according to their profile

Grouping Variable	F value	P value	Decision
Age	5.26	0.041	Significant
Sex	3.25	0.030	Significant
Years in Service	4.55	0.003	Significant

Civil Status	2.33	0.446	Not significant
Highest Educational Attainment	2.58	0.004	Significant
Plantilla Position	0.873	0.209	Not Significant
Performance Rating in the previous year	-	-	constant

*tested at 0.05 level of significance

4. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Conclusions

It is concluded that public elementary school teachers in the Luna District, Apayao exhibit a generally adequate level of awareness regarding the Expanded Career Progression System (ECPS), although important variations exist across specific demographic and professional categories. Teachers demonstrated a sound understanding of the structural components of the ECPS, particularly its dual career lines and promotion mechanisms. However, areas requiring deeper technical knowledge, such as specific qualification standards, assessment procedures, and formal documentation, revealed moderate levels of awareness and preparedness.

Moreover, significant differences were found in awareness when teachers were grouped by age, years in service, and educational attainment, indicating that readiness to participate in ECPS implementation is not uniform across the teaching force. These conclusions affirm the need for differentiated professional development strategies and targeted capacity-building efforts to ensure that all teachers, regardless of background or tenure, are equally positioned to benefit from the opportunities presented by the Expanded Career Progression System.

Recommendations

In light of the findings and conclusions drawn from this study, the following recommendations are proposed to support the successful implementation of the Expanded Career Progression System (ECPS) among public elementary school teachers in the Luna District, Apayao:

1. Conduct Targeted Orientation Programs on ECPS

The Schools Division of Apayao, through its Human Resource Development Unit, is encouraged to organize division-wide orientation seminars at least once every quarter, focused on explaining the detailed components of the ECPS. These should include specific qualification standards, career pathways, promotion processes, and documentation requirements. The program must be designed with differentiated sessions for teachers at varying career stages to address gaps in awareness, particularly among early-career teachers.

2. Develop and Distribute ECPS Career Roadmaps and Checklists

To enhance understanding of progression requirements, a printed and digital career roadmap and promotion readiness checklist should be developed and distributed to all schools. These materials must illustrate step-by-step career advancement procedures and clearly outline the required competencies, documents, and timelines for promotion under the ECPS. The checklist should be completed annually by each teacher and submitted to the school head for review.

3. Institutionalize School-Based ECPS Mentoring Programs

School heads are advised to implement **monthly mentoring sessions**, wherein experienced or Master Teachers provide guidance on promotion planning, portfolio preparation, and alignment of competencies with the PPST. A monitoring tool should be used to track participation and improvements in individual preparedness levels.

4. Integrate ECPS Awareness into the School Learning Action Cell (LAC) Sessions

It is recommended that all public elementary schools include ECPS-related topics in their monthly LAC sessions. Topics may include self-assessment based on ECPS-aligned competencies, updates on DepEd orders related to promotion, and sharing of best practices. Each school should document ECPS-related LAC sessions in their School LAC Records and require post-session reflections from participants.

5. Establish a Division-Level ECPS Technical Assistance Desk

The Schools Division Office is encouraged to set up a dedicated ECPS Help Desk or Technical Assistance Team, composed of trained personnel who can address teachers' questions, provide document templates, and offer one-on-one coaching. A target of serving at least 20 teachers per month should be set to ensure sustained support across the district.

6. Provide Graduate Education Incentives and Flexible Learning Opportunities

To address lower preparedness among teachers without postgraduate qualifications, it is recommended that partnerships with local State Universities and Colleges (SUCs) be formalized to offer distance learning or modular graduate programs. Teachers should also be given priority access to scholarships or service credits for enrolled courses aligned with ECPS competency domains.

7. Monitor ECPS Implementation Progress Using Annual Assessment Tools

An annual assessment instrument should be administered at the school level to measure teachers' awareness and preparedness on the ECPS. The results should be submitted to the Division Office and used to identify schools or clusters needing more intensive capacity-building.

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