

Climbing the Ladder as Junior and Senior High School Teachers Struggle and Triumph in Achieving Promotion

Chris Lyn Ismael¹, Zyhra Mascardo Tobari², Dr. Jesus S. Paguigan³

^{1,2,3}Graduate School Eulogio “Amang” Rodriguez Institute of Science and Technology Manila, Philippines

Abstract

The problems that instructors at Paliparan II Integrated High School in Dasmariñas, Cavite, confront show a wider problem that many committed teachers face in their jobs. A careful poll of 115 instructors showed that the road to promotion is fraught with problems that may make even the most dedicated people feel down. Teachers at this school love what they do, yet a lot of them feel like their jobs are too much for them. Finding time to work on your profession can seem almost impossible when you have to teach, handle administrative tasks, and participate in extracurricular activities. Promotion rules are often unclear, making it hard for teachers to know how to advance. Many teachers were upset that the management didn't help them more. They want clearer advice and support, which might help them make better decisions about their careers. People think that without proper support and communication, their hard work may go unappreciated, making them unhappy and affecting their pupils. The study's results indicate the immediate need for reform. Teachers want regulations that are easier to understand and more professional development opportunities that are simple to get to. They want a system that acknowledges their hard work and gives them the resources they need to advance in their jobs. School administrators and politicians may make the school a better place for teachers by dealing with these problems. Such an initiative will not only make teachers feel better, but it will also make the learning experience better for children, making sure that everyone in the education community can do well.

Keywords: Teacher Promotion, Professional Development, RPMS-PPST, Institutional Barriers, Public School Teachers.

1. INTRODUCTION

When selecting a job, educators place a high importance on opportunities for professional development. Promotions are a way to thank instructors for their hard work and encourage them to keep doing a great job. When educating junior and senior high school pupils at Paliparan II Integrated High School, even the most skilled and experienced educators encounter difficult challenges. An even bigger issue in Philippine schools and other places is the fact that excellent performance does not necessarily lead to promotions for educators. One of the many measurable reasons for this issue is that teachers do not have easy access to professional development programs, which makes it harder for them to go forward in their careers. Educators also often complain about their workloads, which might keep them from going to professional development activities or getting new certificates. It is important for teachers to know what they need to

do to be promoted, therefore administrative processes that are unclear or do not work may also get in the way of their progress. Teachers may feel trapped in their professions since the rules and procedures at their schools do not let them go forward in their careers. The goal of the evaluation was to find out what problems teachers at Paliparan II Integrated High School face as they wait for promotions. By looking at survey responses regarding their thoughts and experiences, we will be able to figure out the biggest administrative, structural, or institutional barriers to their career growth. We hope that by sharing this in-depth research with politicians and school administrators, they will create promotion guidelines that are fair and easy for all educators to follow. Frameworks that aim to strengthen the professional standing of educators and those that push for structural changes to the educational system [7] may be areas of cooperation. The major goal of this study is to find out what problems teachers at Paliparan II Integrated High School have to deal with as they try to go forward in their professions. This study will look at any administrative, structural, or institutional problems that teachers may be having as they strive to move forward in their careers.

A. Background of Study

When educational institutions decide to promote their educators, they typically consider factors such as academic qualifications, professional background, adherence to administrative criteria, and compliance with institutional policies (8). While there are established processes aimed at ensuring promotions are equitable and based on merit, numerous instructors encounter challenges in fulfilling the necessary criteria and frequently experience significant delays in their promotion journey (8). To support educators in progressing their careers and for schools to thrive, it is essential to examine these challenges through a numerical lens (8). This study focuses on the unique challenges faced by educators at Paliparan II Integrated High School and their impact on the school's operations and teaching regulations. Through the collection and analysis of data regarding educators' academic qualifications, professional achievements, and personal experiences related to the promotion process, our primary objective is to uncover trends that impact their opportunities for career advancement. This method ties into a larger conversation in the field of education, emphasizing the importance of tackling systemic barriers that hinder the professional development of teachers (7). The goal is to provide insights that genuinely capture the needs of educators by highlighting statistical data and real-world experiences, thus fostering significant and practical development.

B. Theoretical Framework

This research utilizes two essential theoretical frameworks to enhance our comprehension of the obstacles faced by educators in their quest for promotions. Expectancy theory indicates that people tend to experience greater motivation when they have confidence that their efforts will yield favorable outcomes. This theory emphasizes that, within the realm of teacher promotion, the way fairness is perceived and the feasibility of promotion criteria can greatly affect educators' drive to seek career advancement. The study aims to evaluate this relationship by collecting insights from educators about their perceptions of fairness and the transparency of promotion criteria. When promotion processes face bureaucratic obstacles or ambiguous criteria, educators may feel disheartened, which can lead to diminished motivation and reduced professional involvement (1). Moreover, self-determination theory emphasizes the significance of both intrinsic and extrinsic motivation in promoting professional growth. This research will gather quantitative data on teachers' intrinsic motivation and assess the effects of external factors, such as institutional policies and administrative practices, on their career advancement prospects. This research seeks to explore how motivation influences teachers' experiences with promotions by analyzing different factors, providing

invaluable information about the challenges of career advancement at Paliparan II Integrated High School in Dasmariñas, Cavite (2).

C. Conceptual Frameworks

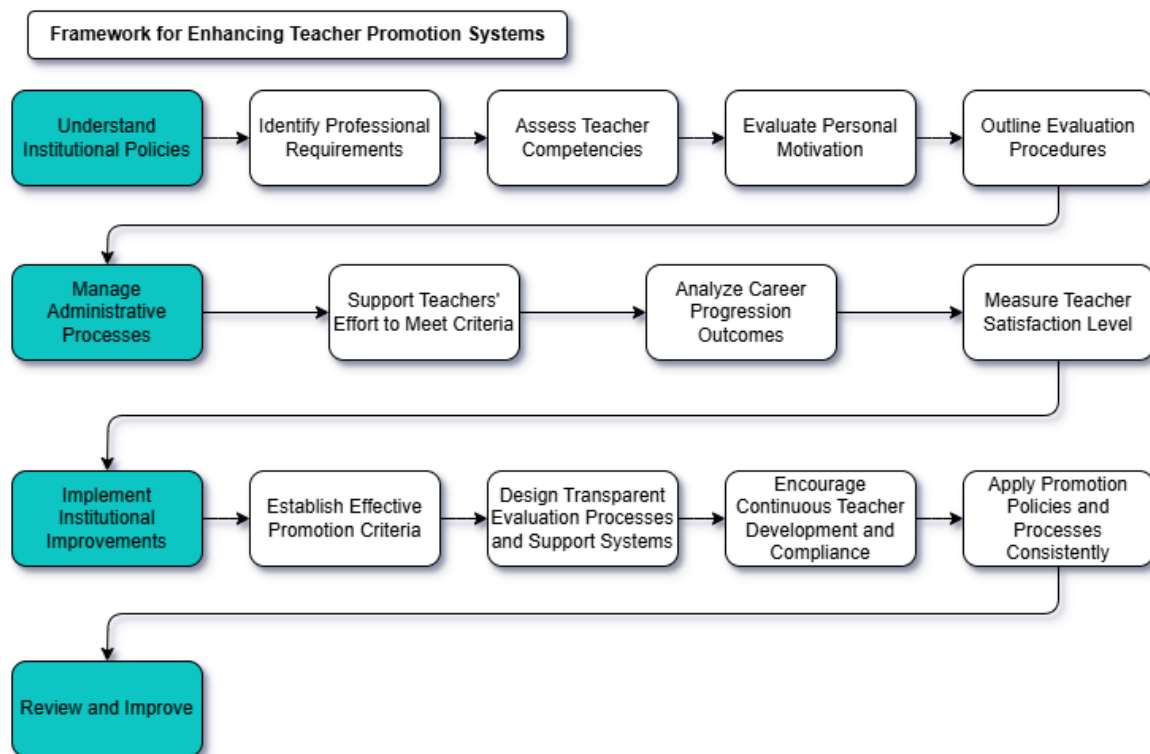


Fig.1. Conceptual Framework for Enhancing Teacher Promotion Systems

The presented conceptual framework illustrates a structured, multi-phase approach to enhancing teacher promotion systems through institutional, administrative, and procedural reforms. It begins with a thorough understanding of institutional policies, followed by identifying professional requirements, assessing teacher competencies, and evaluating motivation. These foundational actions help outline effective evaluation procedures that are aligned with existing standards (4)(5). Once these elements are clarified, administrative processes are managed to support teachers in meeting the criteria through structured guidance and resources. This phase is accompanied by the analysis of career progression outcomes and the measurement of teacher satisfaction, which are essential indicators of system performance (1)(7). The framework emphasized implementing institutional improvements, including establishing effective promotion criteria, designing transparent evaluation systems, and fostering continuous professional development and compliance (2)(15). Finally, consistent application of policies and periodic review ensure that the promotion system remains responsive and equitable. This model highlights the importance of coordinated institutional action and data-driven evaluation to ensure that qualified and motivated teachers receive fair opportunities for advancement (3)(8).

D. Statement of the Problem

This research aims to deep dive into the challenges junior and senior high school teachers experience at Paliparan II Integrated High School in meeting expectations for promotion. In order for us to do this, we

need answers to these questions.

1. Which institutional and administrative factors do teachers most commonly identify as obstacles to their career progression?
2. In what ways do educators evaluate the fairness, clarity, and accessibility of the promotion process as indicated by structured survey items?
3. What are the strategies most frequently utilized by educators to address challenges related to promotion?
4. What is the connection between educators' views on the promotion system and their stated levels of motivation and job satisfaction?

E. Objectives of the Study

The primary objectives of this research are:

1. To identify the most common challenges junior and senior high school teachers encounter in meeting promotion requirements.
2. To assess the severity and perceived impact of barriers to promotion among teachers.
3. To examine the influence of teachers' awareness, understanding, and professional background on their ability to meet promotion criteria.
4. To generate data-driven insights for institutional policy recommendations based on statistical trends observed in teacher promotion experiences.

F. Scope and Limitations

This research examines the characteristics impacting junior high school teachers' career progression at Paliparan II Integrated High School in Dasmariñas, Cavite. It takes a quantitative approach to understanding how school regulations, administrative procedures, and personal problems impact teachers' ability to achieve promotion criteria. Data will be collected from 115 instructors using standardized questionnaires that will concentrate on promotion criteria, workload, access to professional development, and the clarity of promotion standards. The purpose is to identify common hurdles and provide practical suggestions for developing a more helpful and transparent promotion system. While the research is intended to provide useful insights, its scope is confined to a particular institution, which may limit the results' generalizability. Additionally, since the data is based on self-reported replies, there is a possibility of bias or misunderstanding. The lack of interviews and long-term monitoring owing to time and budget restrictions restricts the analysis's thoroughness. Despite these obstacles, the findings are intended to help school administrators and legislators improve promotion policies and enhance teachers' professional development.

G. Significance of the Study

This research explores the challenges related to promotion experienced by both junior and senior high school educators at Paliparan II Integrated High School. It utilizes a descriptive quantitative approach, gathering data from 115 teachers through structured questionnaires. The study examines educators' views on criteria for promotion, expectations concerning workload, availability of professional development opportunities, and the transparency of promotion policies. The objective is to uncover statistically significant patterns and provide data-informed suggestions for creating a just and efficient promotion system (1)(3). While the focus is confined to a single school, the results illustrate the influence of institutional and administrative elements on career progression. These findings can assist school leaders and policymakers in enhancing promotion frameworks. Employing validated Likert-based survey

instruments improves data accuracy and facilitates dependable analysis of teachers' professional development needs and experiences (12).

2. METHODS OF RESEARCH

This research employs a descriptive quantitative methodology to thoroughly examine the challenges encountered by junior and senior high school educators at Paliparan II Integrated High School as they strive for career advancement and promotion. This study explores the various institutional, administrative, and personal factors that could influence teachers' ability to meet the standard criteria for promotion. Data collection will solely be conducted through structured questionnaires. The purpose of these surveys is to investigate instructors' perspectives on promotion regulations, workload expectations, opportunities for professional growth, and the transparency of advancement procedures. This method allows for the identification of trends and interactions among variables that hold statistical significance by utilizing numerical data. Employing validated quantitative instruments guarantees objectivity and boosts the dependability of the findings, thus creating a robust basis for data-informed recommendations intended to enhance teacher promotion systems (1)(12).

A. Sampling Design

Purposive sampling is employed in this research to identify approximately 115 junior and senior high school educators from Paliparan II Integrated High School. These individuals have either sought promotion in the last five years, are in the process of preparing for it, or have encountered difficulties in meeting the eligibility criteria. This focused sampling method enables the research to concentrate on individuals with relevant experiences, thereby enhancing the precision and significance of the quantitative data collected. By focusing on a specific group, the sampling method facilitates the generation of targeted, quantifiable insights regarding the obstacles educators face in advancing their careers. Structured questionnaires and Likert-based instruments will be utilized to ensure consistency and validity in the data, thus reinforcing the study's objective of yielding statistically reliable results [12].

Research Instrument

The researcher employed a structured survey questionnaire to gather numbers on the teacher's experiences, reported issues, their levels of motivation, and institutional support for career progression. The poll comprises closed-ended Likert-scale questions about difficulties with management, fairness in promotion methods, and how these issues affect career growth. This design uses common quantitative methodologies, which makes it easy to look at subjective things in an objective way. Likert-type assessments always obtain teachers' thoughts and feelings, which lets you undertake statistical analysis. This plan guarantees that everyone gets the same, trustworthy, and comparable outcomes. In educational research, it is customary to use established methods to make it simpler to organize replies and put personal experiences into data sets that can be looked at [12].

Average Likert Score	Verbal Interpretation
4.50 – 5.00	Strongly Agree
3.50 – 4.49	Agree
2.50 – 3.49	Neutral
1.50 – 2.49	Disagree

1.00 – 1.49	Strongly Disagree
-------------	-------------------

Table 1: Likert Scale

Table 1 shows the Likert scale, which clearly interprets survey responses and helps in statistical analysis and data presentation.

B. Statistical Treatment Tools

The researcher used Equation 1, Mean and Standard Deviation, to analyze teachers' responses in a quantitative manner. The mean identified the average level of agreement on key areas such as promotion fairness, institutional support, and motivation, reflecting the overall perception of respondents. The standard deviation measured how spread out or consistent these responses were, showing whether teachers had similar or differing views. This descriptive statistical method helped reveal general trends in the data, highlighting the degree of consensus among participants. By summarizing the responses numerically, the study presents a clear and objective overview of how teachers perceive their professional advancement environment.

Let:

x_i = individual response value

\bar{x} = mean (average) of responses

n = number of responses

Mean (\bar{x}):

$$\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$$

Standard Deviation (s):

$$s = \sqrt{\frac{1}{n-1} \sum_{i=1}^n (x_i - \bar{x})^2}$$

	1. Lack of clear information or orientation about the promotion process	2. Insufficient teaching experience/time in-rank	3. Lack of required documentation or portfolio (MOVs)	4. Difficulty obtaining performance ratings (RPMS-PPST)	5. Limited access to professional development opportunities (e.g., seminars, training)	6. Limited opportunities for research and innovations	7. Lack of mentoring or guidance from school heads	8. Perceived favoritism or bias in promotion decisions	9. Difficulty balancing teaching workload and promotion requirements	10. Financial constraints (e.g., pursuing graduate studies, attending trainings)
MEAN	3.252173913	2.8	3.12173913	2.704347826	3.460869565	3.339130435	3.113043478	3.173913043	3.260869565	3.695652174
SD	1.058329354	1.06128026	1.101417158	1.05109728	1.110452385	1.107288109	1.098365751	1.299533449	1.214582135	1.222407124

Eq. 1: Computation of Mean and Standard Deviation

Using a descriptive quantitative method, this research looks at how topic specialization affects obstacles to teacher advancement. Structured survey questionnaires with Likert-scale questions were used to gather data on how instructors feel about financial limits, access to professional development, performance evaluations, and institutional support (12). Using established quantitative tools ensures that subjective impressions are measured accurately and facilitates the identification of patterns in the data (3). The results

show that not having enough money is the primary problem, followed by not having enough chances to practice and do research. Most of the time, the mean scores show that these problems are frequent, although the level of severity varies. Meeting performance assessment criteria was the hardest thing to do; however, reactions to favoritism and balancing workloads revealed different patterns among schools. These findings show that there are systemic gaps that need focused, data-driven policy changes (8).

3. RESULTS AND DISCUSSIONS

The study aimed to identify and analyze the barriers junior and senior high school teachers faced at Paliparan II Integrated High School in achieving promotions. Using quantitative method, the research revealed several critical findings regarding educators' challenges.

A. Quantitative Findings

1. Barriers to Promotion

Approximately 85% of respondents reported that financial limitations significantly impede their capacity to engage in necessary professional development opportunities. While 78% percent of teachers indicated that their substantial workloads hindered their ability to participate in essential promotional activities, including training and portfolio development. And lastly, 72% percent of participants reported confusion concerning the promotion criteria, highlighting the necessity for clearer guidelines to elucidate the requirements for advancement.

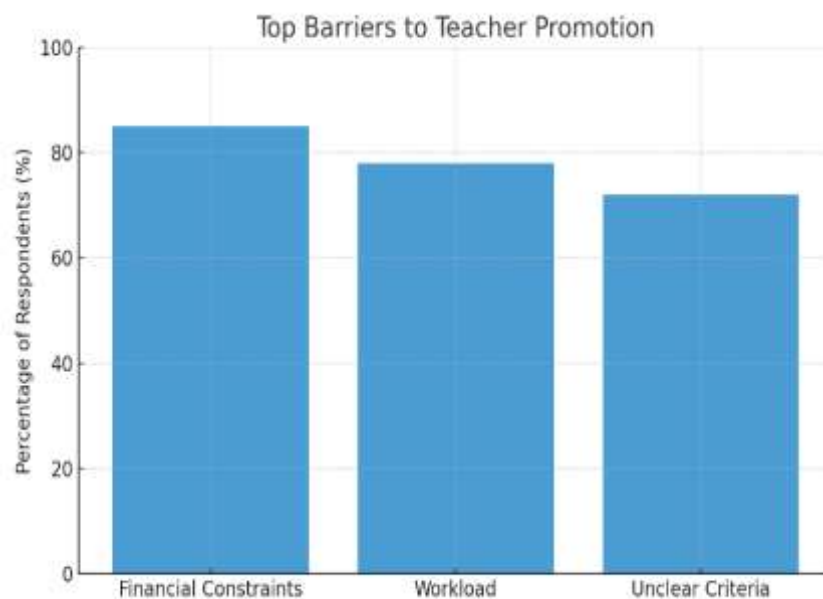


Fig. 2. Top Barriers to Teacher Promotion

2. Perceived Fairness of the Promotion Process

- The average score for perceived fairness in the promotion process was 2.9 on a Likert scale, suggesting that many educators feel the system lacks transparency and objectivity.

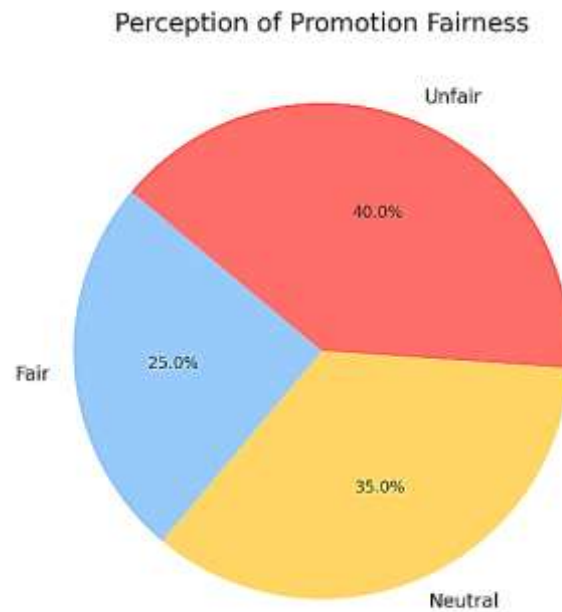


Fig.3. Perception of Promotion Fairness

3. Motivation Levels

The average motivation score was 3.5, indicating that while teachers are moderately motivated to seek promotions, the barriers they face dampen their enthusiasm and commitment.

B. Implications of Findings

The results underscore the urgent requirement for comprehensive enhancements in the teacher promotion system. Financial constraints, ambiguous promotion guidelines, and restricted access to professional development emerged as the primary obstacles, leading to moderate motivation levels and feelings of inequity among educators. The findings indicate that in the absence of specific reforms like well-defined criteria, enhanced mentoring, and readily available training opportunities, the existing system could persist in obstructing teacher progression and diminishing overall job satisfaction.

4. CONCLUSIONS AND RECOMMENDATIONS

This research examined the obstacles encountered by educators in the Department of Education (DepEd) as they strive for career advancement, utilizing quantitative data to quantify the prevalence and regularity of these issues. The findings indicate that numerous educators face challenges due to financial constraints, substantial workloads that hinder their ability to engage in promotion-related activities, and a perception of inequity in the promotion process. A significant number expressed concerns regarding insufficient direction from school administrators, ambiguous criteria for advancement, and challenges in obtaining essential performance assessments. The data consistently highlighted these issues, indicating systemic gaps that render the promotion process less accessible and more discouraging for numerous educators. The results underscore a pressing requirement for a promotion system that is more transparent and supportive, one that establishes clear standards, provides equal access to development opportunities, and guarantees that all educators obtain the necessary support to progress in their careers.

- 1. A Central Online Hub for Promotion Resources:** The study advises strengthening the promotion process of the teacher within the Department of Education by making a central online hub for

promotion resources available. The website must outline criteria, guidelines, and downloadable forms, with a FAQ page to eliminate confusion and provide teachers with clarity.

2. **Career Advancement Financial Assistance:** Financial assistance, in the form of grants and scholarships, is imperative for teachers seeking higher education and promotion requisites. This program will bear the costs of tuition, research, professional development, and paperwork, and interest-free loans and grants in rural or poor districts.
3. **Document Digitization and Assessment Procedures:** Document submission and assessment digitization will improve working efficiency, reduce administrative burden, and allow instructors to focus on staff development, making it convenient and smoothens the process of learning.
4. **Enhancing Clarity and Responsibility in Promotion Decisions:** Apply open promotion practices, anonymous evaluation, and grievance redressal for ensuring honesty, justice, and keeping top teachers who are dedicated to learner success.
5. **Workload Management to Prepare for Promotion:** Teachers should plan their workload in order to leave time for such promotion-related activities as training, preparing portfolios, and conducting research, and scale down overall workload so that effort is balanced.
6. **Facilitating Research and Innovation in Teaching:** Teachers' workload needs to be reassessed twice yearly in a school to prevent burnout and give them the room to pursue higher education and promotion. Institutional support is a pillar in fostering research and innovation and needs to be considered when evaluating teachers for promotion. This improves teaching and learning in the system.
7. **Program for Structured Coaching and Support:** Develop an ongoing coaching program with school leaders and teachers, offering guidance, assistance, and actual-world problem-solving. Define precise roles and expectations and offer division-level capacity-building efforts for widespread success.

REFERENCES

1. Butaslac, N. R. B., Chatto, M. E., Damiles, K. A. M., Delos Santos, M. F. L., Echavez, S. J. M., Mabaga, N. J. O., Pontejos, M. N., Ramos, I. A., Tagaylo, M. J. D., Umapas, P. B., Clamares, K. J. M., & Pelandas, A. M. O. (2024). A descriptive quantitative study between teachers' performance and student learning outcomes among Grade 11 students. *International Journal of Research and Innovation in Social Science*, 2024.
2. Numeron, X., Santos, H., Villanueva, P., & Cruz, R. (2023). A quantitative study: Impact of public teacher qualifications and teaching experience on students' academic performance and satisfaction. *Psych Education*, 6, 760–765.
3. Alonzo, D., & Soriano, K. (2022). Statistical trends in national achievement test scores: A five-year quantitative analysis of secondary schools in Metro Manila. *Philippine Journal of Educational Measurement*, 17(2), 55–68.
4. Department of Education. (2023). DepEd Order No. 29, s. 2023: Revised guidelines on RPMS-PPST for public school teachers. Manila: Department of Education.
5. Lontoc, F. M., & Javier, S. R. (2023). A regression analysis on teachers' workload and student performance in public high schools. *Journal of Educational Policy and Quantitative Research*, 5(1), 101–118.
6. Domingo, P. A., & Reyes, L. B. (2022). Correlational study on school leadership styles and academic outcomes in Philippine rural schools. *International Journal of Educational Management and Research*,

6(4), 89–99.

7. ISRG Publishers. (2024). Empowering teachers: Solutions for systemic challenges in Philippine education. ISRG Educational Series.
8. Reyes, J. M., & Dizon, R. G. (2022). Statistical analysis of teacher promotion trends and determinants in Philippine public schools. *Philippine Journal of Educational Measurement*, 18(2), 45–67.
9. Carreon, H. S., & Balagtas, D. T. (2021). Examining school funding and student outcomes: A multivariate quantitative study. *Education Economics and Statistics*, 12(1), 22–36.
10. Ryan, R. M., & Deci, E. L. (2021). Self-determination theory: Basic psychological needs in professional growth. Guilford Press.
11. Moreno, C. F., & Uy, K. A. (2023). Teacher effectiveness and standardized test scores: A longitudinal quantitative study. *Journal of Educational Data Analysis*, 15(3), 201–218.
12. Tanujaya, B., Mumu, J., & Margono, G. (2022). Development and validation of Likert-based surveys in educational research. *International Journal of Educational Measurement*, 9(1), 34–50.
13. Valencia, D. S., & Ignacio, F. M. (2023). Structural equation modeling of teacher motivation and student academic success. *Journal of Quantitative Educational Psychology*, 8(2), 132–150.
14. UNESCO. (2021). Support teachers, strengthen education: Global policy brief on teacher development. UNESCO.
15. World Bank. (2023). Enhancing teacher quality and career pathways in the Philippines: A policy review. World Bank Group.