

Expanded Career Progression System: Public School Teachers' Awareness, Engagement, and Aspiration on Career Development

Esmeralda T. Apale

*Master in Education Major in Educational Management, Bohol Island State University - Main Campus
Tagbilaran City, Bohol, Philippines*

Publication history: Received: April 27, 2026; Revised: May 6, 2026; Accepted: May 8, 2026

Email of Corresponding Author: esmeraldaapale@gmail.com

Abstract

This study examined teachers' awareness, engagement, and career aspirations under the Expanded Career Progression System (ECPS) among public elementary school teachers in Congressional District I of Bohol. Anchored on Social Cognitive Career Theory, the Theory of Planned Behavior, Herzberg's Motivation-Hygiene Theory, and Systems Thinking, the study adopted a convergent parallel mixed-methods design to integrate quantitative and qualitative insights. Data were collected from 322 teachers through a structured questionnaire based on the Philippine Professional Standards for Teachers (PPST), while qualitative data were obtained from 10 purposively selected participants using open-ended responses and a clarificatory interview. Descriptive statistics and inferential analyses, including chi-square, t-test, ANOVA, and Spearman's rho, were used for quantitative data, while thematic analysis following Braun and Clarke's framework was applied to qualitative data. Findings revealed moderate levels of awareness and engagement but high levels of career aspirations. Awareness varied significantly by district, age, and length of service, while engagement differed by qualification level and aspirations by age. Significant positive relationships were found among awareness, engagement, and aspirations, indicating that improved understanding strengthens participation and motivation. Qualitative results highlighted documentation burdens, mentoring gaps, and resource constraints as key challenges, although ECPS was perceived to enhance reflective practice and professional growth. The study concludes that strengthening awareness, institutional support, and mentoring systems is essential for effective ECPS implementation. Recommendations include improving orientation, expanding access to professional development, and refining policy implementation to ensure equitable opportunities for teachers. The study aligns with SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 16 (Peace, Justice, and Strong Institutions) by promoting teacher development, professional mobility, and effective policy implementation. It contributes to educational, institutional, and socio-economic sustainability by supporting equitable career progression, strengthening governance practices, and enhancing long-term teacher development systems within the education sector.

Keywords: Awareness, Career Aspirations, ECPS, Engagement, PPST, Professional Development, Public Elementary School Teachers, Teacher Career Progression

1. Introduction

Career progression remains a critical issue in Philippine basic education, where structural limitations and inconsistent promotion systems affect teachers' professional growth. In response, the Expanded Career Progression System (ECPS) was introduced to establish a competency-based framework aligned with national standards. However, early implementation reveals challenges in awareness, engagement, and access to support. This study examines these dimensions among public elementary school teachers in Congressional District I of Bohol, integrating theoretical and empirical perspectives to understand how teachers experience and respond to ECPS in practice.

1.1 Background of Public Elementary School Teachers' Career Progression under ECPS in Congressional District I of Bohol

Career stagnation in Philippine basic education persists due to vacancy-based promotions, complex procedures, and inconsistent standards, limiting teachers' leadership opportunities and professional motivation. International systems demonstrate that clear, competency-based pathways enhance teacher development and retention, emphasizing advancement based on expertise rather than position availability. The Philippines addressed these concerns through the Expanded Career Progression System (ECPS) under RA 12288 (2025), supported by EO 174 (2022), its IRR (2024), DO 57, s. 2022, and DO 19, s. 2025. ECPS aligns career progression with the Philippine Professional Standards for Teachers (PPST) and introduces structured roles across career stages. Despite these reforms, early implementation reflects uneven awareness, documentation challenges, limited mentoring, and unequal access to professional development, particularly in localized contexts such as Congressional District I of Bohol.

1.2 Awareness, Engagement, and Career Aspirations of Teachers under ECPS: Insights from Related Literature

Literature consistently identifies teacher career progression as a key determinant of motivation, instructional quality, and retention. High-performing systems, such as Singapore's Teaching Career System (Ministry of Education, 2020, 2026), demonstrate how differentiated career tracks and structured mentoring promote advancement based on competence. OECD analyses (2011, 2025) further highlight that transparent evaluation systems strengthen professional engagement and leadership aspirations. Research from Finland (Lavonen, 2020; Mikkilä-Erdmann et al., 2019) shows that alignment among standards, curriculum, and teacher autonomy sustains professional identity and motivation. Regional reforms in Malaysia and Indonesia also emphasize competency-based frameworks for evaluation and promotion. In the Philippine context, SEAMEO INNOTECH (2020) reported that unclear career pathways weaken teacher morale, while EDCOM II (2023) identified prolonged promotion timelines averaging 15 years. Navalta (2024) noted persistent uncertainty regarding promotion requirements. Studies on ECPS implementation reveal uneven awareness (Agpuldo, 2025), inconsistencies in interpreting PPST-aligned evidence (DepEd Region IV-A, 2025), and the critical role of mentoring (Serrano, 2025). Engagement through CPD improves competence (Tantawy, 2020), while unclear systems reduce motivation (Booth et al., 2021). These findings emphasize the importance of awareness, engagement, and aspiration as interconnected drivers of career progression.

1.3 Local, National, and Global Context of ECPS Implementation for Public Elementary School Teachers

Globally, education systems prioritize structured, competency-based career pathways to sustain teacher quality. Countries such as Singapore, Finland, Canada, Australia, and Japan demonstrate that transparent standards and mentoring systems support consistent professional growth. Nationally, the Philippines has transitioned from vacancy-driven promotions to competency-based progression through ECPS, aligning advancement with PPST-defined standards. However, implementation challenges persist, including inconsistent policy interpretation and unequal access to support systems. Locally, teachers in Congressional District I of Bohol experience ECPS differently due to variations in geography, resources, workload, and institutional support. These contextual differences influence their awareness, engagement, and aspirations, highlighting the need for localized analysis of reform implementation.

1.4 Theoretical and Conceptual Basis of Teachers' Awareness, Engagement, and Career Aspirations under ECPS

This study is grounded in multiple theoretical frameworks explaining career behavior and professional engagement. Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994) emphasizes the role of self-efficacy and outcome expectations in shaping career decisions. The Theory of Planned Behavior (Ajzen, 1991) explains how attitudes, norms, and perceived control influence teachers' intentions to engage in ECPS-related activities. Herzberg's Motivation-Hygiene Theory (1959) distinguishes between intrinsic motivators, such as advancement, and external factors, such as policy clarity and workload, affecting job satisfaction. Systems Thinking (Senge, 1990) views ECPS as part of a broader ecosystem involving leadership, mentoring, resources, and contextual conditions. These frameworks support the study's focus on three core constructs: awareness (understanding of ECPS and PPST), engagement (participation in CPD, mentoring, and documentation), and aspirations (motivation for career advancement).

1.5 Research Gaps on Teachers' Awareness, Engagement, and Career Aspirations under ECPS in Congressional District I of Bohol

Despite extensive literature, studies often examine awareness, engagement, or motivation separately, with limited integration of these constructs. Existing research also lacks emphasis on teachers' lived experiences and contextual influences, particularly in geographically diverse settings. No study specifically investigates ECPS implementation in Congressional District I of Bohol, where variations in resources and support systems affect teacher participation. Furthermore, there is limited use of convergent mixed-methods approaches to integrate quantitative findings with qualitative insights. This study addresses these gaps by examining awareness, engagement, and aspirations holistically, while incorporating teachers' experiences to provide a comprehensive understanding of ECPS implementation.

1.6 Alignment of the Study on Teachers' ECPS Awareness, Engagement, and Aspirations with Sustainable Development Goals (SDGs)

This study aligns with several Sustainable Development Goals. It supports SDG 4 – Quality Education by promoting teacher development through competency-based career progression. It contributes to SDG 8 – Decent Work and Economic Growth by enhancing professional mobility, motivation, and retention among teachers. Additionally, it relates to SDG 16 – Peace, Justice, and Strong Institutions, as it examines policy implementation and institutional effectiveness in the education sector.

1.7 Importance of the Study on Teachers' ECPS Awareness, Engagement, and Aspirations to Multidisciplinary Sustainability

The study contributes to educational sustainability by strengthening teacher development systems aligned with professional standards. It supports socio-economic sustainability by improving career mobility and job satisfaction, which influence workforce stability. It also contributes to institutional sustainability by informing policy refinement and governance

practices in ECPS implementation. Furthermore, the study advances community sustainability by ensuring equitable teacher support across diverse contexts, and policy sustainability by providing evidence-based insights for improving education reforms. Through these contributions, the study enhances the long-term effectiveness and responsiveness of the education system.

2. Material and methods

2.1 Research Design

The study utilized a convergent parallel mixed-methods design, allowing quantitative and qualitative data to be collected independently, analyzed separately, and integrated during interpretation. This design was appropriate for examining teachers' awareness, engagement, and career aspirations toward ECPS while capturing their lived experiences and contextual realities. By assigning equal priority to both strands, the design ensured that numerical findings were supported by narrative insights and that qualitative data validated quantitative patterns.

2.2 Locale of the Study

The study was conducted in Congressional District I of Bohol, which comprises 16 districts with 234 public elementary schools and a total population of 1,953 teachers. The area includes diverse educational settings such as coastal, lowland, and upland communities, where differences in workload, access to resources, mentoring opportunities, and exposure to ECPS orientation exist. This diversity provided an appropriate context for examining variations in teachers' readiness for ECPS.

2.3 Respondents of the Study

The respondents consisted of public elementary school teachers within Congressional District I of Bohol. A total of 322 teachers participated in the quantitative phase, while 10 teachers were selected for the qualitative component. The qualitative participants represented variation in PPST career stages, school contexts, years of experience, and involvement in ECPS processes, ensuring a comprehensive range of perspectives.

2.4 Sample and Sampling Procedure

The sample size of 322 teachers was determined using Cochran's formula with a 95% confidence level and a 5% margin of error. A stratified random sampling technique was applied, treating each district as a stratum to ensure representation. Although proportional allocation was initially followed, adjustments were made based on teacher availability, resulting in a non-proportional stratified sample while maintaining representation across districts. For the qualitative strand, purposive sampling was employed to select 10 teachers from the survey participants. Selection criteria ensured diversity in career stages, school environments, teaching experience, and ECPS involvement, allowing for richer qualitative insights.

2.5 Research Instrument

The study utilized a researcher-modified questionnaire grounded on the Philippine Professional Standards for Teachers (PPST). While the structure and format were developed by the researcher, all indicators were adapted from PPST domains to ensure conceptual validity and alignment with ECPS requirements. The instrument measured teachers' awareness, engagement, and career aspirations. The questionnaire included demographic variables such as educational attainment, position, length of service, ECPS rank, and exposure to training. It assessed awareness through teachers' understanding of ECPS provisions, PPST alignment, qualification standards, and related policies using a five-point scale ranging from Not Aware to Fully Aware. Engagement was measured through participation in professional development, mentoring, collaboration, and documentation activities using a five-point scale from Never Engaged to Fully Engaged. Career aspirations were evaluated based on motivation to pursue advancement, alignment with goals, and readiness for leadership roles using a five-point aspiration scale from Not Aspired to Highly Aspired. A qualitative component consisting of open-ended questions was included to capture teachers' lived experiences, perceptions, challenges, and support needs related to ECPS. Content validity was established through expert review involving a district supervisor, a PPST-trained Master Teacher, and a faculty researcher. The instrument was pilot tested outside the main sample to confirm validity and reliability.

2.6 Data Gathering Procedure

Data collection followed a systematic and ethical process aligned with the mixed-methods design. Institutional approval was secured from university authorities and the Schools Division Superintendent, followed by coordination with district supervisors and school heads. Participants were informed of the study's purpose, and voluntary participation with confidentiality assurance was observed. The questionnaire was distributed in both printed and digital formats, depending on school resources, and respondents were given three to five days to complete it. School personnel assisted in dissemination and retrieval while maintaining voluntary participation. For the qualitative phase, selected participants completed semi-structured responses, with one participating in a clarificatory interview. All responses were anonymized and prepared for analysis. Quantitative data were encoded and checked for accuracy, while qualitative data were transcribed

and organized. Data were securely stored in both physical and digital formats to ensure confidentiality. After data collection, quantitative and qualitative data were analyzed separately and later integrated to provide a comprehensive interpretation consistent with the convergent mixed-methods design.

2.7 Data Analysis Techniques

Quantitative data were analyzed using descriptive and inferential statistics. Frequencies, percentages, and weighted means were used to describe respondents' profiles and levels of awareness, engagement, and aspirations. Since the data did not meet assumptions of normality and linearity, nonparametric techniques such as Spearman's rho were applied to examine relationships among variables. Tests of difference were conducted using chi-square for categorical variables, independent samples t-test for comparisons between two groups, and one-way ANOVA for variables with more than two categories. These analyses determined whether demographic factors influenced teachers' awareness, engagement, and aspirations. Qualitative data were analyzed using Braun and Clarke's six-phase thematic analysis, which involved coding, identifying themes, and synthesizing narratives. Finally, results from both quantitative and qualitative strands were integrated to compare patterns and insights, ensuring that statistical findings were supported by teachers' lived experiences.

3. Results and Discussion

3.1 Teachers' Awareness, Engagement, and Career Aspirations under ECPS

3.1.1 Demographic Profile of Teachers

The findings show that most teachers possess graduate-level qualifications, with 65.84% having master's units, while the majority remain in Teacher III positions (59.63%) despite long years of service, particularly 16–20 years. This indicates a highly experienced and academically prepared workforce whose career advancement remains limited. These results align with SEAMEO INNOTECH (2020) and Booth et al. (2021), which suggest that teachers continue to pursue professional development despite unclear career pathways. The clustering in lower positions reflects the vacancy-driven bottlenecks noted by EDCOM II (2023) and the uncertainty in promotion requirements highlighted by Navalta (2024). This mismatch supports Herzberg's Motivation-Hygiene Theory (1959), where limited advancement opportunities reduce satisfaction, reinforcing the need for competency-based reforms such as RA 12288 (2025).

3.1.2 Perceived ECPS Career Stage Placement

Most teachers identified themselves at Career Stage I (53.42%) and Stage II (38.2%), with very few recognizing eligibility for higher stages. This indicates limited awareness of how qualifications and experience translate into ECPS progression. This finding supports SEAMEO INNOTECH (2020), EDCOM II (2023), and Navalta (2024), which emphasize that unclear career pathways contribute to underrecognition of advancement opportunities. The gap between qualifications and perceived placement reflects systemic barriers and aligns with Herzberg's Motivation-Hygiene Theory (1959), highlighting reduced motivation due to limited advancement clarity.

3.1.3 Awareness of Career Stage Classifications and PPST Alignment

Teachers demonstrated moderate awareness ($M = 3.37$), showing familiarity with ECPS stages but limited understanding of PPST descriptors and advanced competencies, particularly mentoring expectations. This pattern confirms Agpuldo (2025) and Navalta (2024), who noted that early implementation leads to surface-level understanding. SEAMEO INNOTECH (2020) and EDCOM II (2023) further support that unclear pathways hinder deeper comprehension. The results highlight the need for capacity building, consistent with RA 12288 and DepEd Order No. 19, s. 2025.

3.1.4 Awareness of Promotion Criteria and Qualification Standards

Teachers showed moderate awareness ($M = 3.43$), with stronger familiarity in RPMS ratings and portfolio requirements, but weaker understanding of procedural distinctions and timelines. This aligns with Serrano (2025) and Agpuldo (2025) who found that teachers are more confident in documentation than conceptual processes. Villanueva (2022) suggests that mentoring improves understanding, reinforcing the need for structured support. The findings reflect the competency-based expectations of RA 12288 and DepEd Order No. 19, s. 2025.

3.1.5 Awareness of DepEd Policies and ECPS Issuances

Teachers exhibited moderate awareness ($M = 3.41$), with stronger understanding of school-level policies but weaker familiarity with division-level procedures. These results are consistent with EDCOM II (2023), Agpuldo (2025), and Serrano (2024), indicating that policy understanding is stronger at the school level. Villanueva (2022) highlights that structured dissemination improves awareness, suggesting the need for improved communication and procedural clarity.

3.1.6 Engagement in Continuing Professional Development (CPD)

Teachers showed moderate engagement ($M = 3.65$), with strong participation in collaborative activities such as LAC sessions but lower engagement in documentation-related tasks. This finding aligns with Navalta (2024) and Serrano (2025)

indicating preference for interactive learning over administrative tasks. Villanueva (2022) suggests that structured monitoring improves engagement. The results support ECPS and PPST emphasis on continuous professional development.

3.1.7 Engagement in Portfolio Preparation

Engagement in portfolio preparation was moderate ($M = 3.56$), with higher participation in data-driven tasks and lower engagement in reflective writing and continuous updates. These findings are consistent with Serrano (2025) and Navalta (2024) showing that teachers prioritize concrete documentation over reflective processes. Villanueva (2022) highlights mentoring as a key factor in improving reflective practices.

3.1.8 Engagement in Mentoring and Technical Support

Teachers reported moderate engagement ($M = 3.51$), with stronger collaboration but lower involvement in formal mentoring roles. This supports INNOTECH (2020), Agpuldo (2025), and Navalta (2024), which emphasize uneven mentoring systems. Villanueva (2022) suggests structured programs enhance mentoring engagement. The results highlight the need for institutionalized mentoring aligned with ECPS expectations.

3.1.9 Career Aspirations for Advancement

Teachers demonstrated high career aspirations ($M = 3.82$), particularly in pursuing promotion and leadership roles. These findings align with EDCOM II (2023), Agpuldo (2025), and Serrano (2025), indicating that competency-based systems enhance motivation. Villanueva (2022) contrasts this by showing lower aspirations in unclear systems, reinforcing the importance of ECPS.

3.1.10 Alignment of ECPS with Personal and Professional Goals

Teachers reported high alignment ($M = 3.85$), reflecting strong belief in ECPS as a pathway for professional growth. This supports EDCOM II (2023), Serrano (2025), and Agpuldo (2025), who emphasize that clear standards strengthen professional purpose. Villanueva (2022) highlights the importance of consistent implementation for sustaining motivation.

3.1.11 Motivation to Pursue Advancement

Teachers exhibited high motivation ($M = 3.85$), with stronger focus on long-term goals than short-term planning. These results align with INNOTECH (2020), EDCOM II (2023), and Agpuldo (2025), showing that transparent systems enhance intrinsic motivation. Villanueva (2022) again emphasizes the role of clear implementation in sustaining motivation.

3.2 Differences Based on Profile Variables

Teachers' awareness significantly differed by district, age, and length of service, while engagement differed only by ECPS qualification level, and career aspirations differed only by age. These findings indicate that contextual and experiential factors influence awareness, while engagement is shaped by career stage demands, consistent with INNOTECH (2020), EDCOM II (2023), and Agpuldo (2025). Villanueva (2022) suggests that strong institutional support can minimize these differences, highlighting the need for consistent implementation.

3.3 Relationship Among Awareness, Engagement, and Career Aspirations

The results reveal significant moderate positive correlations among awareness, engagement, and career aspirations, indicating that increases in one variable correspond with increases in the others. This confirms Agpuldo (2025), Serrano (2025), and INNOTECH (2020), which emphasize that awareness strengthens engagement and motivation. Villanueva (2022) highlights that weak dissemination reduces these relationships, underscoring the importance of institutional support. These findings support RA 12288 and DepEd Order No. 19, s.2025, where competency, engagement, and motivation are interconnected in career progression.

3.4 Teachers' Experiences, Challenges, and Support Needs

Teachers reported strong motivational impact and classroom improvements (90%), alongside significant documentation challenges and support needs (80%). Career planning and long-term vision were also evident but less dominant. These findings align with Agpuldo (2025), Navalta (2024), and Serrano (2025), which emphasize ECPS as a driver of instructional improvement and motivation. However, challenges in documentation reflect EDCOM II (2023) and Villanueva (2022), highlighting the need for clearer guidelines and support systems. Ingersoll & Strong (2011) further stress the importance of mentoring and institutional support.

3.5 Integrated Findings and Implications

Quantitative results showed moderate awareness, moderate engagement, and high aspirations, while qualitative findings revealed challenges in documentation and strong motivation for growth. These patterns confirm that awareness influences engagement, and engagement strengthens aspirations. This convergence supports Agpuldo (2025) and Serrano (2025), reinforcing that ECPS functions as an interconnected system of competence, participation, and motivation. However, gaps in clarity and support limit its full effectiveness, consistent with INNOTECH (2020) and EDCOM II (2023).

3.6 Evidence-Based Recommendations

Findings suggest the need for improved orientation, structured mentoring, career planning support, and policy refinement to strengthen awareness, engagement, and aspirations. These recommendations align with Agpuldo (2025), Serrano (2025), INNOTECH (2020), EDCOM II (2023), and Ingersoll & Strong (2011), emphasizing that effective ECPS implementation requires clear communication, institutional support, and equitable access to resources to sustain teacher development and career progression.

4. Conclusion & Recommendations

The study found that teachers' awareness, engagement, and career aspirations under the Expanded Career Progression System (ECPS) are interconnected, with awareness significantly varying by district, age, and length of service, engagement differing by qualification level, and aspirations influenced by life stage. While teachers demonstrate high motivation for career advancement, gaps in awareness and engagement persist due to contextual differences, documentation challenges, mentoring limitations, and resource constraints. The findings indicate that clearer understanding of ECPS strengthens engagement and reinforces aspirations, emphasizing the importance of enabling environments, institutional support, clear guidelines, and sustained mentoring in achieving meaningful professional growth.

The study recommends strengthening ECPS implementation through improved orientation programs, structured mentoring systems, and expanded access to CPD aligned with ECPS competencies to ensure equitable participation across teachers. Teachers are encouraged to actively engage in professional development, mentoring, and portfolio preparation while pursuing career planning aligned with their professional stage. Policymakers and planners should refine verification processes, enforce transparent CPD selection, and support subsidized training programs, while curriculum developers and teacher education institutions should integrate ECPS competencies and support mechanisms into training programs. Continued research is also recommended to examine long-term implementation, equity in access, and the effectiveness of support systems in sustaining teacher development under ECPS.

The study is limited to public elementary school teachers in Congressional District I of Bohol and reflects conditions during the initial implementation of ECPS from Academic Years 2022–2025. The use of a mixed-methods design provides both quantitative and qualitative insights; however, findings may be influenced by contextual variations in resources, mentoring support, and policy dissemination across districts. The relatively small qualitative sample may not capture all possible experiences, and results are bounded by the scope of the variables examined, specifically awareness, engagement, and career aspirations under ECPS.

Compliance with ethical standards

This study followed a systematic and ethical process consistent with a convergent parallel mixed-methods design. Institutional approval was secured from the relevant university authorities and the Schools Division Superintendent of Bohol, followed by coordination with district supervisors and school heads. Participants were informed of the study's purpose, and voluntary participation was ensured. Confidentiality was maintained by anonymizing all responses, and data were securely stored in both physical and digital formats accessible only to the researcher and adviser.

REFERENCES

- Agpuldo, E. A. (2025). Awareness of public-school teachers on the Expanded Career Progression System (ECPS). *International Journal for Multidisciplinary Research*, 7(3). <https://doi.org/10.36948/ijfmr.2025.v07i03.45137>
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Booth, J., Coldwell, M., Müller, L., Perry, E., & Zuccollo, J. (2021). Mid-career teachers: A mixed methods scoping study of professional development, career progression and retention. *Education Sciences*, 11(6), 299. <https://doi.org/10.1080/02607476.2021.1942804>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Department of Education & Department of Budget and Management. (2025, February 19). DepEd–DBM Joint Circular No. 01, s. 2025: Modified position classification and compensation scheme and system of career progression of teachers and school heads in the public basic education system. Department of Education & Department of Budget and Management. <https://www.deped.gov.ph/2025/05/21/deped-dbm-jc-no-01-s-2025-modified-position-classification-and-compensation-scheme-and-system-of-career-progression-of-teachers-and-school-heads-in-the-public-basic-education-system/>

- Department of Education. (2010b). DepEd Order No. 55, s. 2010: Strengthening the implementation of the Special Science Elementary School Project. <https://www.deped.gov.ph>
- Department of Education. (2015). DepEd Order No. 44, s. 2015: Guidelines on the conduct of School-Based Management (SBM) practices. <https://www.deped.gov.ph>
- Department of Education. (2017). DepEd Order No. 42, s. 2017: National adoption and implementation of the Philippine Professional Standards for Teachers. <https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers/>
- Department of Education. (2022a). DepEd Order No. 57, s. 2022: Implementing Rules and Regulations of EO No. 174, s. 2022. <https://www.deped.gov.ph/wp-content/uploads/IRR-of-EO-174-s.-2022.pdf>
- Department of Education. (2025, June 24). DepEd Order No. 19, s. 2025: Amended qualification standards for Teacher I–III, Master Teacher I–IV, and School Principal I–IV positions, and the qualification standards for newly created Teacher IV–VII and Master Teacher V positions. <https://www.deped.gov.ph/2025/06/24/do-019-s-2025-amended-qualification-standards-for-teacher-i-iii-master-teacher-i-iv-and-school-principal-i-iv-positions-and-the-qualification-standards-for-newly-created-teacher-iv-vii-and-master-teacher-v-positions/>
- EDCOM II. (2023). Second Congressional Commission on Education report. Manila, Philippines.
- Herzberg, F. (1959). The motivation to work. John Wiley & Sons. <https://archive.org/details/motivationtowork00herz>
- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233. <https://doi.org/10.3102/0034654311403323>
- Lavonen, J. (2020). Teacher education in Finland: Past, present, and future. *European Journal of Teacher Education*, 43(2), 173–186. <https://doi.org/10.1080/02619768.2020.1738300>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
- Mikkilä-Erdmann, M., Iiskala, T., & Laine, A. (2019). Teacher education in Finland and future directions. *Education Sciences*, 9(2), 87. <https://doi.org/10.3390/educsci9020087>
- Navalta, M. C. R. (2024). Awareness, preparedness and challenges of public school teachers on the Expanded Career Progression System: Basis for a capacitation plan. *ISRG Journal of Arts, Humanities and Social Sciences*, 2(5), 1–12.
- Republic of the Philippines. (2025). Republic Act No. 12288: Expanded Career Progression System Act. Manila, Philippines.
- SEAMEO INNOTECH. (2020). Teacher capacity and reform engagement in Southeast Asia. Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology. https://www.seameo-innotech.org/portfolio_page/teacher-capacity-and-reform-engagement-in-southeast-asia/
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. Doubleday. <https://archive.org/details/fifthdisciplinet00seng>
- Serrano, J. (2025). Competency-based promotion systems and teacher motivation. *Philippine Journal of Educational Leadership*, 11(2), 132–149.
- Tantawy, N. (2020). Investigating the impact of professional development on teachers' performance. *International Journal of Educational Research Review*, 5(2), 123–135. <https://dergipark.org.tr/en/pub/ijere/issue/54098/694090>
- Villanueva, A. C. (2022). Mentoring structures and teacher progression readiness. *Philippine Normal University Research Journal*, 21(2), 102–118.