

Examining Teachers' Perspectives on the New Changes to the Promotion System of the Department of Education: Basis for Career Path Orientation Program

ARVIE JOY B. OSMAN¹, LITO S. ADANZA¹

¹Mindanao State University-School of Graduate Studies
General Santos City, Philippines

Arvie Joy B. Osman: <https://orcid.org/0009-0004-0522-0253>

Corresponding author: oarviejoy@gmail.com

Originality 100% • Grammar Check: 99% • Plagiarism: 0%

ABSTRACT

Article history:

Received: 29 Oct 2023

Revised: 11 Nov 2023

Accepted: 17 May 2024

Published: 31 Jul 2024

Keywords — Education, teacher promotion system, experiences, understanding, career development, explanatory sequential mixed-methods approach, Region XII, Philippines

Effective promotion systems recognize and reward teachers' dedication, incentivizing professional development and career progression. This study investigated the experiences and understanding of public elementary teachers in selected divisions in Region XII, Philippines, regarding the previous and new changes to the Department of Education's promotion system. An explanatory sequential mixed-methods approach was used, combining quantitative surveys followed by qualitative interviews. Findings revealed that teachers generally understand both systems, emphasizing performance rating, experience, and education. Improvement areas include a clearer assessment of potential and more training in the previous system,



© Arvie Joy B. Osman and Lito S. Adanza (2023). Open Access. This article published by JPAIR Multidisciplinary Research is licensed under a Creative Commons Attribution-Noncommercial 4.0 International (CC BY-NC 4.0). You are free to share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material). Under the following terms, you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. To view a copy of this license, visit: <https://creativecommons.org/licenses/by-nc/4.0/>

while the new system needs smoother implementation and needs to address concerns about workload and transparency. Qualitative analysis identified key themes related to teacher experiences such as promotion types, criteria, self-directed learning, and equity and concerns regarding the new changes such as understanding, system acceptance, workload, and transparency. This study underscores the importance of addressing teachers' understanding and experiences when implementing changes. Effective communication and clear information are crucial for morale and development. A well-designed promotion system prioritizing meritocracy, equity, and teacher well-being can enhance the teaching force and elevate education standards in Region XII. The research provides insights for DepEd policymakers to refine the promotion system and develop a Career Path Orientation Program (CPOP) responsive to teachers' needs and aspirations.

INTRODUCTION

Promotion, or moving an employee to a higher position with more duties and frequently a greater income, is critical for professional advancement, including in education (Civil Service Commission, 2018). Globally, promotion systems vary, with merit-based approaches common in North America, equitable processes emphasized in Europe, and structured career paths prevalent in Asia. Understanding these diverse approaches is essential for informing effective systems in specific regions.

This study focuses on Region XII in the Philippines, where the promotion system, aligned with the national framework, has recently changed. Executive Order 174, series of 2022, introduced an Expanded Career Progression System with new promotion opportunities and dual career paths in classroom teaching or school administration. This aims to incentivize professional development among existing teachers. Complementing this, DepEd Order No. 007, series of 2023, prioritizes merit, competence, and equal opportunity in teacher recruitment. While these policies aim to enhance the quality of basic education, evaluating their impact on teachers in the region is crucial.

Prior research has highlighted the importance of matching promotion systems with teachers' needs and goals. According to Avidov-Ungar and Arviv-Elyashiv (2018), teachers' sense of empowerment enhances their desire for future promotion and belief in open and equitable promotional processes. The impact of teachers' judgments of fairness and accountability in the promotion process on their attitudes toward their jobs and intentions to stay in the profession was also noted by García-Izquierdo et al. (2012). In addition, Darling-Hammond

(2009) stressed the significance of professional development opportunities within promotion systems as they support teachers' ongoing professional development and classroom success.

However, research that particularly examines teachers' perceptions of the effectiveness of the promotion system in Region XII, Philippines, is scarce. While the policies outline clear goals, the lived experiences of teachers navigating the promotion process still need to be explored. By examining teachers' perspectives, this study tries to close this gap in the literature and shed light on how these policies translate into practice within the region's school system.

This study was conducted in selected divisions in Region XII, Philippines, during the academic year 2023-2024. Numerous educational institutions participated in the investigation in the area, particularly in the divisions of South Cotabato, Koronadal, Sarangani, and General Santos City. The study sought a detailed insight into teachers' perspectives and experiences regarding the promotion system by incorporating a wide-ranging sample of respondents and participants. Consequently, the conclusions and output drawn from this study apply to the historical period and geographic location of Region XII. This ensures that the Career Path Orientation Program (CPOP) is both contextually appropriate and responsive to the needs of teachers regarding career advancement opportunities.

OBJECTIVES OF THE STUDY

This study aimed to investigate the experiences and understanding of elementary teachers in selected divisions in Region XII regarding the Department of Education's previous and new changes to the promotion system. Specifically, the objectives were to (1) determine the extent of understanding of the previous promotion system among teachers in terms of performance rating, experience, outstanding accomplishment, education, training, potential, and psycho-social attributes, (2) examine the extent of teachers' understanding of the new changes to the promotion system of the Department of Education in the following parameters: education, training, experience, performance, outstanding accomplishment, application of education, application of learning & development, and potential, (3) explore teachers' experiences toward their promotion, (4) identify how teachers envision the desired improvements and goals of the new promotion system in the Department of Education, (5) analyze how qualitative results support the quantitative findings, and (6) propose a career path orientation program for teachers based on the findings of the study.

METHODOLOGY

Research Design

This study employed an explanatory sequential mixed-methods research design. This design integrated quantitative and qualitative methodologies across various aspects of the research, including research questions, data collection, analysis, and conclusions (Creswell & Creswell, 2017; Teddlie & Tashakkori, 2009). In other words, they connected the quantitative and qualitative data by building one database upon the other (Creswell, 2021).

The quantitative phase utilized the Cochran formula to determine a sample size of 273 respondents. This sample comprised teachers at various levels, including Teacher II, Teacher III, Master Teacher, and SPED teachers. The selected teachers completed a self-administered survey questionnaire that assessed their perceptions and understanding of the previous and new changes to the Department of Education's promotion system. The survey was designed for ease of use, allowing respondents to complete it on paper or through an online link. However, emphasis was placed on the importance of honest and truthful responses. The qualitative phase employed purposive sampling (Creswell, 2017) to select sixteen (16) participants from four divisions of Region XII. This sampling strategy ensured the participants offered diverse perspectives and experiences with the promotion system. The sample comprised four (4) Teacher II, five (5) Teacher III, five (5) Master Teachers, and two (2) Special Education Teachers (SPET). The data collection in the qualitative phase involved key informant interviews and focus group discussions. These methods provided context for the quantitative findings by offering a deeper understanding of teachers' experiences with the previous and new changes to the Department of Education's promotion system.

Data Collection and Research Ethics Protocol

The needed data for this study was gathered using a self-made survey questionnaire anchored on the related literature and studies on teachers' promotion processes and criteria that have undergone thorough validation. The data collection technique of this study utilized both quantitative and qualitative methods to generate rich and comprehensive data that addressed the research objectives.

Before data collection, ethical concerns were addressed through obtaining licenses and approvals from the proper authorities. This process involved the following steps:

A formal letter of request outlining the research objectives, methodology,

and ethical protections was sent to the Regional Director of Education in Region XII, requesting permission to conduct the study in four Schools Division Offices. Upon receiving approval from the Regional Director, a letter of request was sent to the school division Superintendents of South Cotabato, Koronadal, Sarangani, and General Santos City, along with the approved letter from the RDO. The approved letter from the corresponding SDO was forwarded to the principals of the mega public central elementary schools for the conduct of quantitative and qualitative data collection among their teachers. The procedure was divided into two parts: administering a questionnaire and conducting semi-structured interviews.

In addition, various steps were implemented to ensure the trustworthiness and authenticity of the data. The survey questionnaire underwent a rigorous adaptation and revision process to ensure its reliability and validity, with a focus on aligning it to the various promotion criteria. For validity, five experts in the field were asked to validate the instrument, resulting in a weighted mean of 4.62, described as “very highly valid.” To further assess the questionnaire’s reliability, a small group of teachers (pilot) tested it, yielding Cronbach’s alpha of 0.96. Feedback from the pilot test was used to refine the final version of the questionnaire. Additionally, the interviews were guided by a well-developed interview guide, which was reviewed and approved by field specialists (Creswell, 2014).

Data Analysis

Quantitative Data Analysis: A weighted mean was used to determine the extent to which teachers understood the previous and new promotion systems. Additionally, statistical analysis software, such as Microsoft Excel, was utilized.

Qualitative Data Analysis: The qualitative data from the semi-structured interviews were analyzed using thematic analysis, which involves identifying and interpreting patterns or themes within the data (Braun & Clarke, 2019). The interview transcripts were coded and examined to uncover recurring themes, categories, and perspectives shared by the informants. To facilitate the organization and management of the qualitative data, Quirkos qualitative data analysis software was used.

Integration of Findings: The integration in this study involved connecting the results regarding the extent to which teachers understood the previous and new promotion systems with the emerging themes from both systems. The researcher combined these two sets of results to draw integrated conclusions on how the qualitative findings explained and expanded upon specific quantitative results (Creswell & Clark, 2017).

The data analyses of this study aimed to provide a holistic and in-depth analysis of teachers' perspectives on previous and new changes to the promotion system. This analysis integrated the capabilities of both quantitative and qualitative methodologies to thoroughly understand the research issue.

RESULTS AND DISCUSSION

Table 1

Summary Table on the Extent of Understanding of the Previous Promotion System among Teachers

Indicator	Weighted Mean	Extent of Understanding
Performance Rating	4.45	Great
Experience	4.41	Great
Outstanding Accomplishment	4.32	Great
Education	4.45	Great
Training	4.11	Great
Potential	4.19	Great
Psycho-social attributes	4.24	Great
<i>Overall Weighted Mean</i>	4.31	Great
Legend: <i>Very Great (4.50-5.00)</i> <i>Great (3.50-4.49)</i> <i>Moderately (2.50-3.49)</i> <i>Less (1.50-2.49)</i> <i>Least (1.00-1.49)</i>		

Table 1 represents the overall extent of understanding of the previous promotion system among teachers in four Divisions of Region XII. The data revealed that teachers exhibit a great understanding of the seven (7) criteria within the promotion system.

Notably, the performance rating and the education were great, garnering an impressive overall weighted mean of 4.45. This extent of understanding extended to experience (M=4.41), indicating a solid grasp of experiential factors within the promotion system.

Moreover, the assessment of outstanding accomplishments yielded a rating of 4.32, further affirming the participants' keen understanding of

notable achievements. The psychosocial attributes component also exhibited a commendable level of comprehension ($M=4.24$), suggesting a nuanced understanding of socio-emotional factors impacting performance.

In addition, the perception of Potential was notably great ($M=4.19$), indicating a clear recognition of participants' future capabilities and growth prospects. Similarly, the Training received was also notably great ($M=4.11$), reinforcing the notion of a comprehensive understanding of the Training's role in professional development.

Generally, teachers in the four Divisions of Region XII had an overall weighted mean of 4.31, indicating a great understanding of the previous promotion system. However, delving deeper into the specific categories revealed variations. Teachers were most familiar with the criteria regarding past performance and educational qualifications (which had the highest weighted mean scores). This suggests that the system's emphasis on these factors for career advancement was well-communicated. On the other hand, the training component received the lowest mean score. This indicates room for improvement in providing teachers with training opportunities. These findings highlight the importance of clear communication and transparency. By ensuring teachers are well-informed about the promotion system, they can feel more engaged and supported in their professional development and career advancement in Region XII.

These findings are consistent with the literature. For instance, Tanaomi and Asaadi's (2017) comparative study underscores the need for clear and equitable promotion criteria that are tailored to the specific practices and contexts of individual institutions, providing valuable insights for improving faculty promotion systems. Additionally, Leyne (2019) found a positive correlation between meeting promotion criteria and job performance, supporting the importance of understanding these criteria.

Table 2

Summary Table of the Extent of Teachers' Understanding of the New Changes in the Department of Education Promotion System

Indicator	Weighted	Extent of Understanding
Education	4.05	Great
Training	4.08	Great
Experience	4.11	Great
Performance	4.09	Great
Outstanding Accomplishment	4.07	Great

Application of Education	4.07	Great
Application of Learning and Development	4.04	Great
Potential	4.06	Great
<i>Overall Weighted Mean</i>	4.07	Great
Legend:	<i>Very Great (4.50-5.00)</i>	<i>Great (3.50-4.49)</i>
	<i>Less (1.50-2.49)</i>	<i>Moderately (2.50-3.49)</i>
	<i>Least (1.00-1.49)</i>	

Table 2 shows the overall extent of teachers’ understanding of the new changes in the DepEd promotion system across four divisions of Region XII. The findings revealed a generally great understanding among teachers, with all eight indicators scoring within the Great Understanding category.

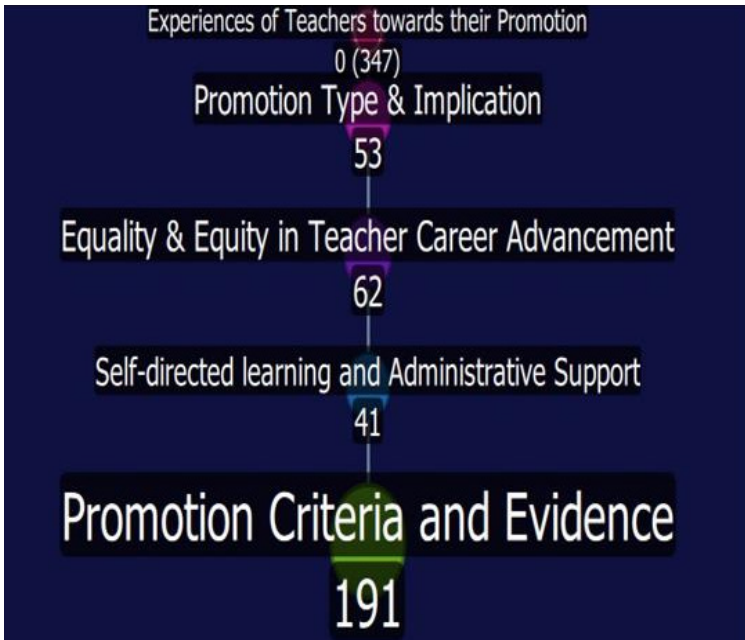
Examining the specific areas, teachers demonstrated the strongest grasp of how their Experience would influence the promotion process, achieving the highest weighted mean score of 4.11. This was closely followed by their understanding of performance evaluation (M=4.09) and the role of Training received (M=4.08). Teachers also exhibited a great understanding regarding outstanding accomplishments (M=4.07) and how their educational background applied to the position (M=4.07). Scores for understanding the Potential for future growth (M=4.06), education or educational attainment (M=4.05), and application of learning and development activities (M=4.04) within the new system were similarly strong.

Although teachers across four Region XII divisions demonstrated a generally great understanding (overall M=4.07) of the new changes, a closer look unveiled some exciting variations across the specific categories. Experience was the most understood aspect, suggesting confidence in its evaluation. While all categories remained “Great,” Application of Learning and Development had the lowest weighted mean score, highlighting a potential need for further clarification. This overall positive understanding suggests a smooth transition, emphasizing Experience and potentially laying the groundwork for a meritocratic system. However, clarifying the role of applying learning and development can ensure teachers feel fully prepared for the new evaluation system.

Supporting these findings, Antonio Tinio stated that teachers’ career growth is slowed by delays in promotion processing, excessive requirements, and limited availability of higher positions (Cruz, 2018). Addressing these issues is crucial for the successful implementation of the new system. Furthermore, Widiani and Wayan (2020) stress the importance of fair practices for maintaining morale and motivation, which are vital for the new system’s success.

Figure 1

Quirkos Thematic Analysis on the Experiences of Teachers towards their Promotion



This study explored how teachers described their experiences with the promotion process. To achieve this goal, the study employed qualitative methods such as Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) conducted among sixteen (16) teachers from the Divisions of South Cotabato, Koronadal City, Sarangani, and General Santos City.

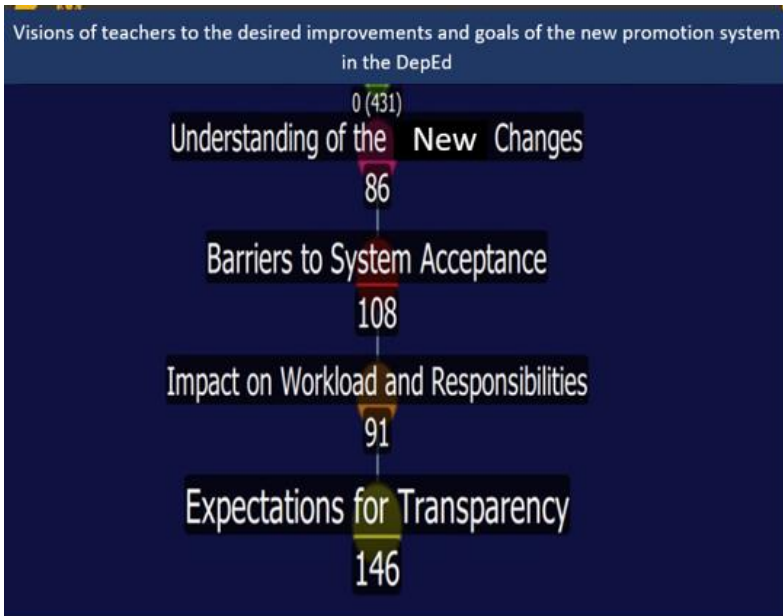
The analysis of qualitative data identified four key themes. These are: Promotion Type and Implications, Promotion Criteria and Evidence, Self-directed Learning and Administrative Support, and Equality and Equity in Teacher Career Advancement, as illustrated in Figure 1.

(1) **Promotion Type and Implications:** Teachers demonstrated a strategic understanding of the different promotion pathways, such as reclassification versus natural vacancies, aligning with DepEd’s Updated Promotion and

Reclassification Guidelines (TeacherPh, n.d.). This is evident in the participant's verbatim account, "I think the advantage of reclassification is you can apply for a promotion when you possibly can; whereas for the natural vacancy is you have to wait for a teacher with a higher position to leave the institution..." (I2, L 14-16). This reflects Wong and Wong's (2005) emphasis on the significance of promotions in recognizing and rewarding educators. (2) **Promotion Criteria and Evidence:** Teachers detailed their strategies for meeting promotion requirements, underscoring the importance of evidence-based applications as outlined in DepEd Order No. 66. As seen from an excerpt of the informant's statement, "In the performance rating, I make sure that I can get many sevens on the indicators in our class observation checklist" (I1, L 62-64). This is consistent with Mbokazi et al. (2022), who highlight the necessity of adhering to promotional guidelines to ensure fairness. (3) **Self-directed Learning and Administrative Support:** The dynamic interaction between self-directed learning and administrative support was evident, highlighting the role of continuous professional development. One said, "For me, the teachers are also reading. The fact that they have, or we have the ah what we call this? the superior, the direct superiors that keep on guiding us to be more re-oriented" (I5, L 323-325). This aligns with findings by De Vos et al. (2009) on the importance of organizational and individual career management. (4) **Equality and Equity in Teacher Career Advancement:** Teachers called for fairness and inclusivity in promotion processes, emphasizing both equality and equity. Statements from two (2) informants support these, "Lessen the criteria of documents or attachments and be transparent in the ranking process." (I3, L 375-376) and "...in far-flung areas, in barangay schools, or those without access to AO, of course, it's difficult for them to go to the division just to ask if it is like this" (I7, L 339-341). This aligns with Phelan and Lin (2001), who found that different promotion systems can be effective depending on organizational context.

Figure 2

Quirkos Thematic Analysis on the Visions of Teachers to the Desired Improvements and Goals of the New Promotion System in DepEd



The study also aimed to understand teachers' desired improvements and goals for the new DepEd promotion system. Following the exploration of teachers' experiences, data from the recorded KIIs and FGDs with qualitative phase participants were transcribed and coded using Quirkos thematic analysis software. The four emerging themes are shown in Figure 2. (1) **Understanding of the New Changes:** Teachers showed a mix of enthusiasm and caution, with a clear understanding of new changes but also concerned about their implications. As one participant mentioned, "... it seems like they still need enough time for, I mean, for them to understand what the new promotion system really entails" (I6, L 844-846). This reflects the findings of Blignaut (2007) and Simon (2019) on the importance of teacher perceptions in educational reforms. (2) **Barriers to System Acceptance:** Teachers identified several barriers, including the pressure for specific qualifications and financial constraints. This is substantiated by information given as narrated by one of the participants, "... is that the new teachers from teacher 1 to teacher 7, for example, if teacher 3 already requires

many requirements, maybe teacher 4, teacher 5, 6, 7 require even higher qualifications. Probably, when the qualifications are higher, they become lazy” (I1, L 874-876, 878-879). This supports Snyder’s (2017) and Lewis and Seibold’s (2012) findings on the challenges of implementing new systems. (3) **Impact on Workload and Responsibilities:** Teachers were aware of the increased responsibilities associated with higher positions, underscoring the need for effective workload management. This is shown in one of their statements, “The same is true regarding what work is appropriate. There are teachers in position 1, 2, and 3 with their corresponding job order positions. Unless your school head requests specifically for your additional tasks, you cannot do anything about it” (P14, L 480-483). This aligns with Weber’s (1922) division of labor theory and recent studies by Jomoad et al. (2021) and Tarraya (2023) on teacher workload and burnout. (4) **Expectations for Transparency:** Transparency was a critical expectation, with teachers calling for clear communication and fair processes. One stated, “...what the result is, the why and the how, maybe it should be explained to each candidate why one was chosen over another so that the candidate who was not chosen can also know where they need to work more” (I2, L 1082-1085). This supports the findings by Callahan (2020) and Rezayan et al. (2022) on the importance of transparency in promotion processes.

Table 3

Summary Table on the Integration of the Quantitative and Qualitative Findings of the Study on Teachers’ Understanding and Experiences of the Previous Promotion System

Indicator	Quantitative Results	Qualitative Sub Themes	Informants/ Participants Code
Performance Rating	M = 4.45 (Great)	<ul style="list-style-type: none"> ▪ Performance Rating Strategy ▪ Administrative Support and Guidance 	I1, I3, I6, I7, I5, I2, I8, P11, P12
Experience	M = 4.41 (Great)	<ul style="list-style-type: none"> ▪ Experience Strategy ▪ Experience-based Understanding 	I3, P13, I5, I8
Outstanding Accomplishment	M = 4.32 (Great)	<ul style="list-style-type: none"> ▪ Outstanding Accomplishment Strategy ▪ Administrative Support and Guidance 	P15, I4, I1, I5, I6, I8, P10

Education	M = 4.45 (Great)	<ul style="list-style-type: none"> ▪ Education Strategy ▪ Self-initiated Learning and Preparation ▪ Administrative Support & Guidance 	I7, I1, I2, I5, P13, P9, I8, I3
Training	M = 4.11 (Great)	<ul style="list-style-type: none"> ▪ Training Strategy ▪ Professional Development Engagement ▪ Administrative Support & Guidance 	I6, I1, P9, I2, I4, I7, P15, P16
Potential	M = 4.19 (Great)	<ul style="list-style-type: none"> ▪ Potential Strategy ▪ Administrative Support & Guidance 	I2, I5, I7, I1, I3, I8, P15
Psycho-social Attributes	M = 4.24 (Great)	<ul style="list-style-type: none"> ▪ Psycho-social Attributes Strategy ▪ Administrative Support & Guidance 	I5, I2, I7, I1, I6, P14
Overall Weighted Mean	4.31	Highly Understood	

The data presented in Table 3 offers an in-depth look at various indicators and their corresponding weighted means, which gauge the extent of understanding or effectiveness in different areas. Each indicator was complemented by qualitative sub-themes, providing a detailed narrative of the strategies and support mechanisms involved. The performance rating (M=4.45) demonstrated a great understanding due to clear strategies and robust administrative support. Similarly, high-weighted means for experience (M=4.41), outstanding accomplishment (M=4.32), and education (M=4.45) highlight the effectiveness of processes and support in these areas. Training (M=4.11) was well-understood due to practical strategies and professional development. The potential indicator (M=4.19) emphasizes strong understanding through strategies for identifying future capabilities. Finally, psychosocial attributes (M=4.24) underscore the success of processes and support in fostering a positive environment. Overall, the high weighted means (4.31) across all indicators revealed the effectiveness of well-defined strategies and solid administrative support in promoting clarity and effectiveness in teacher evaluation and promotion. This likely translates to

positive impacts on teacher morale, effectiveness, and student outcomes.

Table 4

Summary Table on the Integration of the Quantitative and Qualitative Findings of the Study on Teachers' Understanding and Visions of the New Changes in the DepEd Promotion System

Indicator	Quantitative Results	Qualitative Sub Themes	Informants/ Participants Code
Education	M = 4.05 (Great)	<ul style="list-style-type: none"> ▪ Higher Qualifications ▪ Financial Constraints & Challenges ▪ Perceived Benefits 	I6, P13, I1, P14, I3, I5, P15, P16
Training	M = 4.08 (Great)	<ul style="list-style-type: none"> ▪ Motivation & Awareness ▪ Financial Constraints & Challenges 	P13, I6, I4, P16, I1, I2, I3, I5, I7
Experience	M = 4.11 (Great)	<ul style="list-style-type: none"> ▪ Higher Qualifications ▪ Perceived Benefits 	I3, P14, I2, I4, I5, I6, I7
Performance	M = 4.09 (Great)	<ul style="list-style-type: none"> ▪ Workload Distribution ▪ Teacher Attitude & Work Ethic 	I1, I3, I5, I4, P9
Outstanding Accomplishment	M = 4.07 (Great)	<ul style="list-style-type: none"> ▪ Clarity of Information ▪ Perceived Benefits ▪ Motivation & Awareness 	P10, I1, I5, P11, P12, P15,
Application of Education	M = 4.07 (Great)	<ul style="list-style-type: none"> ▪ Clarity of Information ▪ Perceived Benefits 	I2, I1, I3, I4, I5, I6, I7, P9
Application of Learning & Development	M = 4.04 (Great)	<ul style="list-style-type: none"> ▪ Perceived Benefits ▪ Clarity of Information 	P9, I3, P15, P16, I1, I2, I4, I6, I7
Potential	M = 4.06 (Great)	<ul style="list-style-type: none"> ▪ Teacher Attitude & Work Ethic ▪ Impact on Different Teacher Levels 	I1, P9, I5, I3, I4, I6, I7
Overall Weighted Mean	4.07	Great	

Table 4 shows a summary table integrating the quantitative and qualitative findings of the study on teachers' understanding and visions regarding changes in the new DepEd promotion system. Each indicator, measured by a weighted mean (M) and complemented by qualitative sub-themes from informants, revealed a high level of understanding (M above 4.04) for core professional development aspects like education, training, and experience. However, some teachers mention needing higher qualifications and facing financial challenges. While teachers grasp performance criteria (M=4.09), concerns about workload distribution and teacher attitude exist. Outstanding accomplishment and application (M above 4.07) are understood, with some seeking more information and highlighting perceived benefits. The application of learning and development was well understood (M=4.04), with teachers expressing interest in the potential benefits. While the potential was understood (M=4.06), some teachers were concerned about the impact on different experience levels and emphasized teacher attitude and work ethic. This suggests that teachers were receptive to the changes, and clear communication about workload and evaluation processes is crucial for enhancing support and smooth implementation.

Ultimately, integrating quantitative and qualitative data in this study revealed a noteworthy disparity. While the quantitative data, with its high mean scores, suggests a strong cognitive understanding of the DepEd promotion system among teachers, the qualitative findings captured participants' emotional responses and personal experiences, including negative themes like financial challenges. This divergence highlights the importance of acknowledging and utilizing both sets of findings, encompassing both the "head" and "heart" of the teachers' experiences, to gain a holistic understanding of the situation and inform effective decision-making and strategy development.

CONCLUSIONS

Based on the findings of the study, the following were the conclusions formulated by the researcher. Firstly, teachers in the four surveyed divisions of Region XII have a good understanding of the previous promotion system, especially in terms of performance rating, education, experience, and accomplishments. However, they need more information about psychosocial traits, potential, and preferred training for promotion. Clear communication about the promotion process is important for boosting teacher morale, performance, and job satisfaction, which will help both teachers and the education system.

Secondly, teachers understand the new changes to the DepEd promotion system, showing effective communication from DepEd. This clear understanding boosts morale and motivation by outlining a transparent promotion path. While teachers grasp key areas like experience and performance, DepEd should clarify how educational requirements are scored. Addressing concerns about delays and promotion criteria openly will help ensure a smooth transition and support a merit-based system.

Thirdly, key insights into teachers' promotion experiences were gleaned from the study's focus group discussions and interviews, highlighted four key themes: promotion types, criteria and evidence, self-directed learning, and equality in career advancement. Teachers navigate promotions based on their goals and external factors, value clear criteria and communication from DepEd, and stress the importance of administrative support and self-learning. The study concludes that a promotion system emphasizing inclusion and equality could improve teacher morale and development.

Fourthly, views from teachers regarding the new changes in the promotion system revealed four key themes: Understanding Changes, Barriers to Acceptance, Workload Impact, and Transparency Expectations. Teachers' reactions were a mixture of excitement and concern, but their knowledge of technology and commitment to equity point to the possibility of a smooth transition. Nonetheless, DepEd must address specific qualifications issues, increased workloads, and transparency. The modified promotion system could maximize benefits for teacher progression and the educational system overall. DepEd can encourage trust by addressing these issues through equitable criteria, a transparent selection process, and clear communication.

Fifthly, qualitative results supported the quantitative findings on teachers' understanding of DepEd's promotion system. Teachers confirmed their familiarity with the promotion criteria, requirements, and procedures, showing high comprehension of both current and new systems. They offered suggestions for improvement, highlighting concerns about training access, point allocation, and the need for greater equality. Despite these concerns, there is optimism about the system's focus on skill application and performance. Addressing these issues can enhance teacher development and ease the transition to the new system.

TRANSLATIONAL RESEARCH

The proposed career path orientation program aims to address the identified gaps and enhance understanding of the new promotion system. By incorporating

feedback from teachers and focusing on clear communication, transparency, and support, this program can facilitate a smoother transition and ensure teachers are well-prepared and motivated for career advancement. Moreover, the Career Path Orientation Program (CPOP) is a comprehensive program designed to empower teachers in Region XII by equipping them with the knowledge and resources needed to navigate the new promotion system and explore diverse career paths within the education profession. It consists of ready-made modules and presentations (PowerPoint) that schools can utilize during their MPRE or LAC sessions.

CONFLICTS OF INTEREST AND FUNDING

The authors declare that they have no conflicts of interest, financial or otherwise, that could influence or bias the content of this article. This study was conducted independently without any external funding from organizations or individuals that could have a vested interest in the findings.

The data supporting the findings of this study are available upon request to ensure transparency and facilitate independent verification of the results. AI was utilized ethically solely to enhance readability, with due diligence and mindfulness applied to ensure that it did not contribute to the analysis or interpretation of the content.

LITERATURE CITED

- Avidov-Ungar, O., & Arviv-Elyashiv, R. (2018). Teacher perceptions of empowerment and promotion during reforms. *International Journal of Educational Management*, 32(1), 155-170.
- Blignaut, S. (2007). The policy-practice dichotomy: Can we straddle the divide?. *Perspectives in Education*, 25(4), 49-61.
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, 11(4), 589-597.
- Callahan, E. J. (2020). Introduction to transparency in the academic appointment and promotion processes. *Succeeding in academic medicine: A roadmap for diverse medical students and residents*, 25-38.

- Civil Service Commission. (2018). Competency-Based Recruitment and Qualifications Standards. <https://www.csc.gov.ph/programs/competency-based-recruitment-and-qualifications-standards>
- Creswell, J. W. (2021). *A concise introduction to mixed methods research*. SAGE publications.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Cruz, M. (2018, August 25). House to probe DepEd on promotion of teachers. *Manila Standard*. <https://manilastandard.net/mobile/article/273943>
- Darling-Hammond, L. (2009). Recognizing and enhancing teacher effectiveness. *The International Journal of Educational and Psychological Assessment*, 3(1).
- De Vos, A., Dewettinck, K., & Buyens, D. (2009). The professional career on the right track: A study on the interaction between career self-management and organizational career management in explaining employee outcomes. *European Journal of Work and Organizational Psychology*, 18(1), 55-80.
- Department of Education Order No. 66, s. 2007 Enclosure. Guidelines on the Appointment and Promotion of Other Teaching, related teaching and non-teaching positions.
- Department of Education. (2002). DO 29, S. 2002 – MERIT SELECTION PLAN OF THE DEPARTMENT OF EDUCATION. <https://www.deped.gov.ph/2002/07/22/do-29-s-2002-merit-selection-plan-of-the-department-of-education/>

- Department of Education. (2023). Enclosure no. 4. Criteria and Point System for hiring and Promotion to Related-Teaching Positions. DO_s2023_007.pdf (deped.gov.ph)
- European Commission. (2013). Supporting teacher competence development for better learning outcomes. *European Commission*.
- Executive Order 174. (2022). Institutionalizing the Standardized Promotion System for Teachers in the Department of Education. Official Gazette of the Republic of the Philippines, 118(5), 1-5. <https://www.officialgazette.gov.ph/2022/06/23/executive-order-no-174-s-2022/>
- García-Izquierdo, M., & Ríos-Rísquez, M. I. (2012). The relationship between psychosocial job stress and burnout in emergency departments: An exploratory study. *Nursing outlook*, 60(5), 322-329.
- Jomoad, P. D., Antiquina, L. M. M., Cericos, E. U., Bacus, J. A., Vallejo, J. H., Dionio, B. B., ... & Clarin, A. S. (2021). Teachers' workload in relation to burnout and work performance. *International journal of educational policy research and review*.
- Lewis, L. K., & Seibold, D. R. (2012). Reconceptualizing organizational change implementation as a communication problem: A review of literature and research agenda. *Communication yearbook* 21, 93-151.
- Leyne, M. (2019). The Teachers' Adherence to Deped's Promotion Criteria, their Job Satisfaction and Productivity: An Assessment. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2K).
- Mbokazi, M. S., Mkhassibe, R. G., & Ajani, O. A. (2022). Evaluating the Promotion Requirements for the Appointment of Office-Based Educators in the Department of Basic Education in South Africa. *International Journal of Higher Education*, 11(2), 181-191.
- Phelan, S. E., & Lin, Z. (2001). Promotion systems and organizational performance: A contingency model. *Computational & Mathematical Organization Theory*, 7(3), 207-232.

Republic Act No. 11476. (2020). Philippine Professional Standards for Teachers (PPST) Act. <https://www.officialgazette.gov.ph/2020/07/02/republic-act-no-11476/>

Republic Act No. 4670. (1966). Magna Carta for Public School Teachers. <https://www.officialgazette.gov.ph/1966/06/18/republic-act-no-4670/>

Rezayan, A., Marzban, E., Rezayan, A. H., & Marzban, M. (2022). Structural analysis of key factors and identification of driving forces of future faculty promotion regulations in Iran's higher education over horizon 2035. *Interdisciplinary Studies in the Humanities*, 14(3), 123-155.

Simon, K. (2019). *Inquiry: A pedagogy for personal empowerment, collaboration, and democracy*. East Carolina University.

Snyder, R. R. (2017). Resistance to Change among Veteran Teachers: Providing Voice for More Effective Engagement. *International Journal of Educational Leadership Preparation*, 12(1), n1.

Tanaomi, M. M., & Asaadi, R. R. (2017). A Comparative Study of Faculty Members' Career Advancement (Promotion) Systems in the United States and the Islamic Republic of Iran:” Case Analysis of the University of Tehran and Portland State University”. *International Journal of Higher Education*, 6(4), 111-121.

Tarraya, H. O. (2023). Teachers' Workload Policy: Its Impact on Philippine Public School Teachers (Public Policy Analysis and Review). *Online Submission*.

TeacherPh. (n.d.). Updated DepEd Promotion and Reclassification Guidelines. <https://www.teacherph.com/dep-ed-promotion-reclassification-guidelines/>

Teddle, C., & Tashakkori, A. (2011). Mixed methods research. *The Sage handbook of qualitative research*, 4(1), 285-300.

Widiani, K. S. A., & Wayan, G. S. (2020). The influence of job experience, job performance, and employee loyalty on job promotion. *American Journal of Humanities and Social Sciences Research*, 4(12), 113-118.

Wong, P. M., & Wong, C. S. (2005). Promotion criteria and satisfaction of school teachers in Hong Kong. *Educational Management Administration & Leadership*, 33(4), 423-447.