

Awareness of the Expanded Career Progression System and its Relationship to Job Satisfaction Among Public School Teachers in Bislig 1-B District, Division of Bislig City: A Descriptive Correlation

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ABSTRACT

This study determined public school teachers' level of awareness of the Expanded Career Progression (ECP) System and examined its relationship with job satisfaction in Bislig 1-B District, Division of Bislig City. A quantitative descriptive-correlational design was employed among 78 public school teachers selected from nine schools in the district using purposive eligibility criteria and complete coverage of the identified teacher population. An adapted and contextualized survey questionnaire measured ECP awareness across promotion pathways, professional development opportunities, competency-based evaluation, and compensation, incentives, and benefits, and measured job satisfaction across work environment, salary and benefits, career advancement opportunities, and administrative and institutional support. Data were analyzed

using frequency, percentage, weighted mean, standard deviation, independent-samples t-test, one-way ANOVA, and Pearson product-moment correlation. Teachers were generally aware of the ECP system (WM = 3.93), with the highest awareness in professional development opportunities (WM = 4.14) and compensation, incentives, and benefits (WM = 4.13). They were generally satisfied with their jobs (WM = 3.80), with administrative and institutional support receiving the highest rating (WM = 3.99). Significant differences in both ECP awareness and job satisfaction were found according to age, educational attainment, and job position/rank, but not according to sex or teaching assignment. ECP awareness was moderately and positively related to job satisfaction ($r = .482$, $p = .001$). The findings indicate that clearer communication of promotion and evaluation mechanisms, accessible professional development, manageable workloads, transparent career opportunities, and continuing institutional support may strengthen teacher satisfaction and engagement.

Keywords: *Expanded Career Progression System, job satisfaction, public school teachers, policy awareness, career progression, Bislig City*

INTRODUCTION

Teacher job satisfaction is a central concern in educational management because it is associated with professional commitment, well-being, retention, and sustained instructional engagement. Teachers' satisfaction is shaped by working conditions, workload, collegial relationships, compensation, recognition, professional autonomy, and opportunities for growth. International evidence shows that school working conditions and teacher characteristics are closely related to job satisfaction, while persistent stress and emotional exhaustion may weaken teachers' motivation to remain in the profession (Toropova et al., 2021; Burić & Kim, 2021; Skaalvik & Skaalvik, 2021).

In the Philippine public school system, career progression is an important dimension of teachers' professional experience. Executive Order No. 174, s. 2022 established the Expanded Career Progression System for Public School Teachers, and subsequent Department of Education guidelines operationalized clearer teaching and school-administration career lines, additional teaching positions, competency requirements, and mechanisms for professional advancement (Philippines, Office of the President, 2022; Department of Education, 2025). The reform seeks to provide a more structured and merit-based system in which qualifications, competencies, performance, and professional development are linked with advancement.

The effectiveness of a career reform, however, depends partly on teachers' understanding of how the system works. Awareness of promotion pathways, professional development opportunities, competency-based evaluation, and compensation provisions may influence whether teachers perceive career progression as attainable, transparent, and fair. Research has shown that professional learning systems, institutional information, and career-development structures influence engagement, motivation, and satisfaction (Boeskens et al., 2020; Darling-Hammond et al., 2020; Liu & Hallinger, 2020).

Job satisfaction is likewise multidimensional. Teachers may be satisfied with collegial relationships and administrative support while remaining concerned about workload, compensation adequacy, or promotion opportunities. Positive working conditions and supportive leadership are consistently associated with stronger professional satisfaction, whereas resource limitations, excessive demands, and uncertain career mobility may reduce morale (Collie et al., 2012; Collie, 2021; Kraft et al., 2021; Johnson et al., 2022). Examining ECP awareness together with job satisfaction therefore provides a policy-relevant view of teachers' professional experience.

The thesis identified a local research gap in Bislig City. Although international and national literature addresses teacher job satisfaction, policy awareness, professional development, and career advancement, limited localized quantitative evidence directly examines the relationship between awareness of the ECP system and job satisfaction while also considering demographic differences. The study therefore described teachers' demographic profile, assessed awareness of the ECP system and job satisfaction, tested differences across demographic groups, and determined the relationship between ECP awareness and job satisfaction among public school teachers in Bislig 1-B District.

Literature Review

Expanded Career Progression System and Policy Awareness

The Expanded Career Progression System was established to provide clearer professional pathways for public school teachers and school heads. Executive Order No. 174, s. 2022 formalized the system, while the Department of Education later issued implementation guidelines detailing career lines, competency expectations, promotion mechanisms, and professional-development requirements (Philippines, Office of the President, 2022; Department of Education, 2025). The reform represents a shift toward a more structured and competency-based approach to career advancement.

Policy awareness is necessary for teachers to make meaningful use of career reforms. OECD (2019) emphasizes that informed teachers are better positioned to participate in professional learning and institutional processes, while Toropova et al. (2021) show that organizational conditions and professional characteristics influence teachers' engagement and satisfaction. Within the ECP context, awareness helps teachers understand what qualifications, competencies, and performance indicators are expected and how these relate to advancement.

Promotion Pathways and Professional Development

Clear promotion pathways can provide teachers with long-term professional direction and can strengthen perceptions that advancement is attainable. Nguyen et al. (2020) emphasize that teacher career pathways have implications for retention, while Liu and Hallinger (2020) connect career-advancement systems with commitment

and job satisfaction. When promotion requirements are clearly communicated, teachers can align professional goals with the qualifications and competencies required by the system.

Professional development supports this progression by strengthening knowledge, instructional competence, and readiness for advanced roles. Darling-Hammond et al. (2020) emphasize that effective professional development is sustained, relevant, and connected to practice, while Avalos (2021) describes professional learning as a continuing process across career stages. Boeskens et al. (2020) similarly highlight the importance of coherent policies that support teachers' continuing professional learning. These perspectives support the inclusion of professional development as a major dimension of ECP awareness.

Competency-Based Evaluation, Compensation, and Perceived Fairness

Competency-based evaluation communicates the professional standards and performance expectations that guide teacher development. Steinberg and Donaldson (2021) emphasize the importance of clear evaluation processes, while Kim and Cho (2021) link understanding of evaluation systems with professional learning and instructional improvement. When criteria are understood, evaluation can function as a developmental mechanism rather than merely an accountability requirement.

Compensation, incentives, and benefits also shape teachers' perceptions of organizational value and fairness. Johnson et al. (2022) demonstrate that working conditions are closely connected with professional satisfaction, while broader policy evidence indicates that transparent career and reward structures support workforce stability. Under the ECP system, awareness of compensation-related provisions may therefore contribute to teachers' expectations regarding professional recognition, fairness, and the rewards associated with advancement (Organisation for Economic Co-operation and Development [OECD], 2023).

Teacher Job Satisfaction and Working Conditions

Teacher job satisfaction reflects an overall appraisal of professional life and is influenced by both personal and organizational conditions. Burić and Kim (2021) found longitudinal connections between job satisfaction and teacher self-efficacy, while Toropova et al. (2021) identified school working conditions and teacher characteristics as important correlates of satisfaction. These findings position job satisfaction as both an individual experience and an organizational outcome.

School climate, workload, administrative support, and career opportunities are particularly important. Collie et al. (2012) linked school climate with teacher stress, efficacy, and satisfaction, and Collie (2021) emphasized the relationship between teacher well-being and burnout. Kraft et al. (2021) further demonstrated the importance of supportive working conditions, while Johnson et al. (2022) highlighted how context shapes professional satisfaction. These studies support the four job-satisfaction dimensions used in the thesis.

Career Stage and Demographic Differences

Teachers' experiences of policy and work may differ according to age, educational attainment, rank, and teaching assignment. Wang et al. (2020) showed that professional beliefs and background are associated with burnout, satisfaction, and intentions to leave, while Dicke et al. (2020) emphasized the influence of organizational climate on teacher and principal satisfaction. These findings suggest that demographic and career-stage variables can provide meaningful context for interpreting professional perceptions.

Educational attainment and rank may be especially relevant to policy awareness because advanced qualifications and higher positions can increase exposure to professional-development activities, institutional decision making, and promotion processes. At the same time, sex and teaching assignment do not necessarily produce consistent differences in satisfaction or policy awareness across settings. Skaalvik and Skaalvik (2021) show that school context, belonging, and emotional exhaustion may be more consequential than demographic characteristics alone, reinforcing the need for localized empirical testing.

Theoretical Integration and Research Gap

The study was anchored on Vroom's Expectancy Theory as the primary framework, supported by Herzberg's Two-Factor Theory and Bandura's Social Cognitive Theory. Expectancy Theory explains motivation through perceived links among effort, performance, and valued outcomes (Vroom, 1964). Herzberg's framework distinguishes motivators such as achievement, recognition, and advancement from hygiene conditions such as salary, policy, and working conditions (Herzberg, 1966). Social Cognitive Theory adds the role of beliefs, self-efficacy, and reciprocal interaction between individuals and their environment (Bandura, 1986).

Together, the theories support the proposition that awareness of career-progression requirements can shape how teachers understand opportunities and evaluate their work context. The literature provides strong evidence on teacher satisfaction, career structures, professional development, and evaluation, but the thesis identified limited localized research integrating comprehensive ECP awareness, demographic differences, and job satisfaction in a single district-level study. The conceptual framework below retains the thesis's original variables and directional relationship.

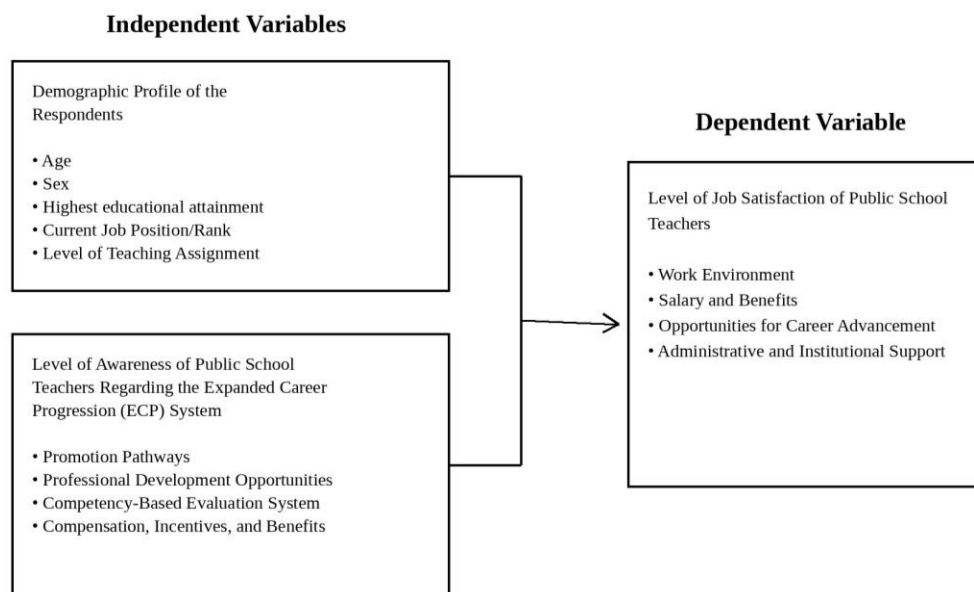


Figure 1. *Schematic Diagram of the Study*

METHODS

Research Design

The study employed a quantitative descriptive-correlational research design. The descriptive component was used to determine the level of teachers' awareness of the ECP system and their level of job satisfaction, while the correlational component examined the degree and direction of association between the two variables. No variable was manipulated, and the design was used to describe existing conditions and test relationships within the study population (Creswell & Creswell, 2018).

Research Locale

The study was conducted in Bislig 1-B District under the Schools Division of Bislig City, Surigao del Sur, Caraga Region (Region XIII), Philippines. The district included public elementary, integrated, junior high school, and senior high school settings located primarily in Barangays San Jose and Comawas. The respondents came from Balingan Elementary School, Comawas Anecito Balbuena National High School, Gaspar Serrano

Elementary School, Gerardo Verano Elementary School, New Bongga Elementary School, New Jerusalem Elementary School, Pamaypayan Integrated School, San Jose National High School, and Sikahoy National High School.

Participants and Sampling Technique

The respondents were 78 public school teachers from the nine schools in Bislig 1-B District, corresponding to the complete identified population reported in the thesis. Purposive eligibility criteria were applied to focus on teachers assigned in the district who had sufficient exposure to Department of Education performance and career-development systems. The methodology specified a minimum of three years of service and at least one completed performance cycle. Teachers represented elementary, junior high school, and senior high school assignments and different professional ranks.

Research Instrument

An adapted and contextualized survey questionnaire was used. The first section obtained demographic information on age, sex, highest educational attainment, current job position/rank, and level of teaching assignment. The second section measured awareness of the ECP system across promotion pathways, professional development opportunities, competency-based evaluation, and compensation, incentives, and benefits. The third section measured job satisfaction across work environment, salary and benefits, opportunities for career advancement, and administrative and institutional support.

Both principal scales used five-point Likert formats. ECP awareness ranged from 5 = Highly Aware to 1 = Not Aware, while job satisfaction ranged from 5 = Very Satisfied to 1 = Very Dissatisfied. The questionnaire was subjected to expert review for relevance, clarity, and alignment with the objectives and was pilot-tested among teachers excluded from the final respondents. Reliability was assessed using Cronbach's alpha; however, the thesis did not report the numerical alpha coefficient. Pilot testing and expert review were used to refine ambiguous items before final administration (Saunders et al., 2019).

Data Gathering Procedure

Permission to conduct the study was obtained from the Schools Division Superintendent of Bislig City and the respective school heads. After expert validation and pilot testing, the survey was personally administered by the researcher or distributed through designated school focal persons. Respondents were informed of the study purpose and their rights, provided informed consent, and were given adequate time to complete the questionnaire. Completed instruments were retrieved, checked for completeness, encoded, organized, and tabulated for statistical analysis (Cohen et al., 2018).

Data Analysis

Frequency counts and percentages described the respondents' demographic profile. Weighted mean summarized ECP awareness and job satisfaction, while standard deviation was used to describe response variability (Boone & Boone, 2012; Field, 2018; Gravetter & Wallnau, 2021). Independent-samples t-test was applied to the two-category sex variable, whereas one-way ANOVA was used for age, educational attainment, current position/rank, and level of teaching assignment. Pearson's product-moment correlation determined the relationship between ECP awareness and job satisfaction. The level of significance was set at .05, and the correlation coefficient was interpreted using the ranges adopted in the thesis (Schober et al., 2018).

Ethical Consideration

Participation was voluntary and based on informed consent. Respondents were informed that they could withdraw without adverse consequence, were not required to disclose identifying information, and were assured that responses would be used only for academic purposes. Confidentiality, anonymity, data privacy, secure storage, and restricted access to research records were observed throughout data collection and analysis (Resnik, 2020).

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

The 78 respondents were predominantly female (73.08%), and the largest age group was 31–40 years (34.62%). Most held a bachelor's degree (61.53%), while 34.62% had earned master's degree units and 3.85% had completed a master's degree. Teacher I (38.46%) and Teacher III (34.62%) represented the largest rank groups. Nearly half of the respondents taught at the elementary level (47.44%), followed by junior high school (33.33%) and senior high school (19.23%).

Table 1. *Demographic Profile of Respondents (N = 78)*

Profile Category	Frequency	Percentage
Age: 20–30	23	29.49%
Age: 31–40	27	34.62%
Age: 41–50	19	24.36%
Age: 51–60	7	8.97%
Age: Above 60	2	2.56%
Sex: Male	21	26.92%
Sex: Female	57	73.08%
Educational attainment: Bachelor's degree	48	61.53%
Educational attainment: With master's units	27	34.62%
Educational attainment: Master's degree	3	3.85%
Rank: Teacher I	30	38.46%
Rank: Teacher II	12	15.38%
Rank: Teacher III	27	34.62%
Rank: Teacher VI	4	5.13%
Rank: Master Teacher I	5	6.41%
Teaching assignment: Elementary School	37	47.44%
Teaching assignment: Junior High School	26	33.33%
Teaching assignment: Senior High School	15	19.23%

The profile indicates that the study largely captured the perspectives of classroom teachers in entry- to mid-level positions. Career stage, qualification, and organizational role are relevant because teachers' professional background may shape exposure to policy information and perceptions of work (Wang et al., 2020; Toropova et al., 2021).

Awareness of the Expanded Career Progression System

Table 2. *Level of Awareness of the ECP System*

Dimension	Weighted Mean	Rating
Promotion Pathways	3.74	Aware
Professional Development Opportunities	4.14	Aware
Competency-Based Evaluation System	3.71	Aware
Compensation, Incentives, and Benefits	4.13	Aware
Overall	3.93	Aware

Teachers were generally aware of the ECP system ($WM = 3.93$). Awareness was highest for professional development opportunities ($WM = 4.14$) and compensation, incentives, and benefits ($WM = 4.13$). Promotion pathways ($WM = 3.74$) and competency-based evaluation ($WM = 3.71$) were also classified as Aware under the thesis's stated interpretation scale, although they were comparatively lower. Item-level results showed particularly low awareness for selected promotion and evaluation details, indicating that general familiarity did not necessarily mean complete understanding of all procedures.

The findings are consistent with literature emphasizing the importance of communication and professional learning for policy implementation. Boeskens et al. (2020) and Darling-Hammond et al. (2020) show that professional-development systems strengthen teachers' engagement, while Steinberg and Donaldson (2021) and Kim and Cho (2021) emphasize the importance of clearly understood evaluation criteria. The comparatively lower means for promotion and evaluation therefore identify areas where policy dissemination can be strengthened.

Level of Job Satisfaction

Table 3. *Level of Job Satisfaction*

Dimension	Weighted Mean	Rating
Work Environment	3.73	Satisfied
Salary and Benefits	3.76	Satisfied
Opportunities for Career Advancement	3.74	Satisfied
Administrative and Institutional Support	3.99	Satisfied
Overall	3.80	Satisfied

Teachers reported an overall Satisfied rating ($WM = 3.80$). Administrative and institutional support obtained the highest dimension mean ($WM = 3.99$), followed by salary and benefits ($WM = 3.76$), opportunities for career advancement ($WM = 3.74$), and work environment ($WM = 3.73$). The dimension totals were positive, but item-level findings identified two notable concerns: workload manageability was rated Neutral ($M = 3.27$), and satisfaction with the availability of promotion opportunities was also Neutral ($M = 2.64$).

This pattern illustrates the multidimensional nature of job satisfaction. Strong administrative support and positive collegial conditions can coexist with workload and career-mobility concerns. Collie et al. (2012), Kraft et al. (2021), and Johnson et al. (2022) similarly identify school working conditions and organizational support as important determinants of teacher morale, while Nguyen et al. (2020) emphasizes the role of career pathways in retention.

Differences in ECP Awareness by Demographic Profile

Table 4. *Test of Difference in ECP Awareness by Demographic Profile*

Demographic Variable	Test	Computed Value	p-value	Interpretation
Age	ANOVA	2.31	.042	Significant
Sex	t-test	1.12	.265	Not Significant
Highest Educational Attainment	ANOVA	3.87	.009	Highly Significant
Current Job Position/Rank	ANOVA	2.76	.031	Significant
Level of Teaching Assignment	ANOVA	0.94	.412	Not Significant

Significant differences in ECP awareness were found according to age, educational attainment, and current position/rank. Educational attainment showed the strongest statistical difference ($F = 3.87$, $p = .009$), followed by rank ($F = 2.76$, $p = .031$) and age ($F = 2.31$, $p = .042$). No significant differences were found according to sex or

teaching assignment. The results suggest that professional qualification and career stage were more closely associated with policy awareness than gender or school level.

This result is compatible with research showing that professional background and organizational exposure influence how teachers understand institutional systems (Wang et al., 2020; Dicke et al., 2020). It also supports targeted communication strategies for groups that may have fewer opportunities to encounter promotion and evaluation information.

Differences in Job Satisfaction by Demographic Profile

Table 5. *Test of Difference in Job Satisfaction by Demographic Profile*

Demographic Variable	Test	Computed Value	p-value	Interpretation
Age	ANOVA	2.45	.038	Significant
Sex	t-test	0.97	.334	Not Significant
Highest Educational Attainment	ANOVA	4.12	.007	Highly Significant
Current Job Position/Rank	ANOVA	2.89	.029	Significant
Level of Teaching Assignment	ANOVA	1.08	.372	Not Significant

Job satisfaction also differed significantly according to age, educational attainment, and current position/rank. Educational attainment yielded the largest group difference ($F = 4.12$, $p = .007$), followed by rank ($F = 2.89$, $p = .029$) and age ($F = 2.45$, $p = .038$). Sex and teaching assignment were not significant. These results indicate that satisfaction varied more strongly by professional stage and qualification than by gender or the educational level taught.

The finding corresponds with research showing that career stage, professional efficacy, and workplace conditions shape satisfaction (Toropova et al., 2021; Skaalvik & Skaalvik, 2021; Collie, 2021). It suggests that professional-development and career-support initiatives may need to be differentiated according to teachers' qualifications and career positions.

Relationship Between ECP Awareness and Job Satisfaction

Table 6. *Relationship Between ECP Awareness and Job Satisfaction*

Variables	Statistical Test	r	p-value	Interpretation
ECP Awareness and Job Satisfaction	Pearson r	0.482	0.001	Moderate Positive Relationship

The Pearson correlation between awareness of the ECP system and job satisfaction was $r = .482$ with $p = .001$. The result was statistically significant and was interpreted using the thesis's adopted scale as a moderate positive relationship. Thus, teachers with higher ECP awareness tended to report higher job satisfaction. Because the study was correlational, this association should not be interpreted as evidence that awareness caused changes in job satisfaction (Schober et al., 2018).

The relationship is consistent with the theoretical framework. Vroom's Expectancy Theory suggests that motivation is strengthened when employees understand how effort and performance connect with valued outcomes, while Herzberg's theory highlights advancement, recognition, salary, and working conditions as important elements of satisfaction. Bandura's Social Cognitive Theory further emphasizes the importance of knowledge and perceived capability in professional behavior (Vroom, 1964; Herzberg, 1966; Bandura, 1986). The empirical result also aligns with Liu and Hallinger (2020), who connected career-advancement systems with teacher commitment and satisfaction.

CONCLUSION

The study concludes that public school teachers in Bislig 1-B District were generally aware of the Expanded Career Progression System and generally satisfied with their jobs. Professional development opportunities and compensation, incentives, and benefits were the strongest areas of awareness, while promotion pathways and competency-based evaluation were comparatively lower but remained within the Aware category. Administrative and institutional support emerged as the strongest area of job satisfaction, whereas item-level concerns remained regarding workload manageability and the availability of promotion opportunities.

Age, educational attainment, and current position/rank significantly differentiated both ECP awareness and job satisfaction, whereas sex and teaching assignment did not. Most importantly, ECP awareness was moderately and positively related to job satisfaction ($r = .482$, $p = .001$). The study therefore contributes localized evidence that understanding career-progression policy is associated with teachers' professional satisfaction and that policy communication, professional learning, career mobility, and supportive working conditions should be addressed together in educational management.

Recommendation

The Department of Education–Schools Division of Bislig City should strengthen communication and training on promotion pathways and competency-based evaluation through clear orientation materials, school-based briefings, and accessible guidance on qualifications, competencies, and performance requirements. School heads and division supervisors should address workload management and resource constraints, while regional and division offices should expand equitable access to career advancement opportunities. DepEd human-resource units should also sustain transparency and fairness in compensation, incentives, and benefits.

The National Educators Academy of the Philippines and division training units may provide professional-development programs responsive to teachers' career stages, educational attainment, and rank. Division monitoring and evaluation units should periodically assess ECP awareness and job satisfaction to identify persistent gaps and evaluate policy-dissemination efforts. Future studies may replicate the research in other districts and divisions, include larger and more diverse samples, examine additional organizational variables, and use longitudinal or mixed-method approaches to clarify how policy awareness and job satisfaction develop over time.

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