

Perceptions of Public Elementary School Teachers in Alangalang District III Towards the Expanded Career Progression System: Implications to Faculty Development Program

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ABSTRACT

This study determined the perceptions of public school teachers in Alangalang District III toward the Expanded Career Progression (ECP) system during School Year 2025–2026. Specifically, it described the respondents' profile in terms of age, sex, highest educational attainment, years of teaching experience, position or rank, and relevant seminars attended; assessed their level of awareness of ECP guidelines and policies; examined their attitudes toward its implementation in terms of acceptance and openness, confidence in its effectiveness, and willingness to comply; and determined their perceived benefits and challenges of ECP. The study also tested significant differences in awareness, attitudes, perceived benefits, and perceived challenges when respondents were grouped according to profile variables, and examined the relationships between awareness and attitudes, perceived benefits, and perceived challenges.

A quantitative descriptive–correlational research design was employed. Data were collected from 95 public school teachers using a structured survey questionnaire. Descriptive statistics such as frequency, percentage, and mean were used to summarize the data, while inferential statistics including t-test, one-way analysis of variance (ANOVA), and Spearman rank-order correlation were used to test differences and relationships among variables. Results revealed that teachers were generally highly aware of ECP guidelines and demonstrated positive attitudes toward its implementation. They also perceived the system to provide meaningful career advancement opportunities and professional growth. However, respondents reported very high levels of perceived challenges, particularly related to documentation requirements, workload, fairness and transparency concerns, and administrative support. Significant differences were observed in awareness and perceived challenges across selected profile variables, while awareness showed a positive relationship with attitudes and perceived benefits. The findings served as basis for recommending faculty development initiatives to support effective ECP implementation.

Keywords: awareness, career progression, expanded career progression, teacher attitudes, teacher perceptions

INTRODUCTION

Career progression is a fundamental dimension of teacher professionalism and workforce development. Beyond promotion and compensation, structured career pathways can recognize professional competence, encourage continuous learning, strengthen motivation, and support the retention of experienced teachers. Internationally, teacher career systems have increasingly moved beyond tenure-based advancement toward frameworks that recognize competencies, performance, specialization, leadership, and contributions to school improvement (OECD, 2020; Nguyen, 2024). However, the effectiveness of such systems depends not only on the availability of formal career pathways but also on teachers' understanding of requirements, perceptions of fairness, access to professional development, and institutional support. Unclear or burdensome procedures may increase administrative demands and uncertainty, whereas transparent criteria and adequate support may strengthen teachers' engagement with

professional growth .

In the Philippine basic education system, teacher career advancement has traditionally been guided by qualification standards, performance, educational attainment, training, experience, and other indicators of professional competence. The Philippine Professional Standards for Teachers (PPST) provides a competency-based framework for professional development across career stages. Nevertheless, differences in school contexts, access to professional learning, availability of promotional opportunities, and teachers' preparedness to meet documentary and performance requirements may affect career advancement, particularly in geographically and resource-constrained settings (World Bank, 2023; Ventista, 2023).

A major policy development was the issuance of Executive Order No. 174, series of 2022, which established the Expanded Career Progression (ECP) System for public school teachers. The ECP sought to broaden career opportunities and strengthen professional advancement by recognizing competencies, performance, and professional contributions beyond traditional progression pathways. The Department of Education subsequently issued implementing guidelines to clarify the system's scope, qualification standards, procedures, and requirements (Department of Education [DepEd], 2024). As a significant reform in teacher career management, ECP has implications for how teachers understand career pathways, prepare evidence of professional accomplishments, engage in professional learning, and perceive the relationship between performance and advancement.

Teachers' awareness is particularly relevant to the implementation of a policy that involves qualification standards, competency indicators, performance expectations, documentary requirements, and promotion procedures. Adequate policy knowledge may support teachers' preparedness to comply with requirements and pursue professional advancement, whereas insufficient awareness may create difficulties in interpreting guidelines and preparing necessary evidence. However, awareness alone does not fully explain teachers' responses to career reforms. Their attitudes toward implementation, including acceptance and openness, confidence in the system's effectiveness, and willingness to comply, provide additional insight into how the reform is experienced at the school level.

Teachers' perceptions of the benefits and challenges of ECP are likewise important. The system may be perceived as providing clearer career pathways, professional growth opportunities, recognition, motivation, and incentives. At the same time, implementation may involve documentation demands, additional workload, concerns regarding fairness and transparency, performance requirements, and limitations in administrative or technical support. These perceptions are particularly important because a formally standardized career pathway does not necessarily ensure equitable access to advancement. Differences in teachers' access to training, mentoring, leadership opportunities, research activities, and institutional resources may affect their preparedness to meet career progression requirements.

Performance management is also closely connected to career progression because demonstrated professional performance forms an important basis for advancement. Consequently, ECP implementation involves more than promotion procedures; it intersects with professional development, performance evaluation, and teachers' capacity to document and demonstrate professional competence. Understanding how teachers perceive these interconnected processes can provide evidence for designing professional development initiatives that support both career advancement and meaningful professional growth.

Despite the policy significance of ECP, empirical evidence on teachers' experiences and perceptions of its implementation remains limited, particularly at the district level. Existing literature has addressed teacher career progression, professional standards, teacher development, and broader workforce concerns, but less attention has been given to the relationships among teachers' awareness, attitudes, perceived benefits, and perceived challenges within specific local contexts. Examining differences according to age, sex, educational attainment, teaching experience, position or rank, and participation in relevant seminars may also identify groups that require differentiated support. Furthermore, the relationship between awareness and teachers' attitudes and perceptions should be examined empirically rather than assumed, as greater awareness may be associated with more favorable attitudes and recognition of benefits, but may also correspond with greater awareness of implementation demands.

Against this background, the present study examines public school teachers' perceptions of the Expanded Career Progression System in Alangalang District III, Division of Leyte, during School Year 2025–2026. Specifically, it determines teachers' level of awareness of ECP guidelines and policies, attitudes toward its implementation, and perceptions of its benefits and challenges. It also examines whether these variables differ according to selected demographic and professional characteristics and determines whether awareness is significantly related to attitudes, perceived benefits, and perceived challenges.

The study contributes localized empirical evidence to the emerging literature on teacher career progression and policy implementation in the Philippine public education system. Its findings may provide an evidence base for developing a context-responsive Faculty Development Program addressing policy awareness, professional preparedness, performance improvement, documentation requirements, and institutional support. In this way, faculty development may be positioned not merely as a mechanism for meeting promotion requirements but as a strategic component of sustainable teacher career development.

Statement of the Problem

The Expanded Career Progression (ECP) System is a significant reform in the career development of public-school teachers in the Philippines. Its effective implementation depends on teachers' understanding and experiences of the policy. This study examined teachers' awareness, attitudes, perceived benefits, and perceived challenges regarding ECP in Alangalang District III during School Year 2025–2026. It also determined differences across selected respondent characteristics and relationships among the study variables. The findings provided a basis for a responsive Faculty Development Program.

Specifically, the study sought answers the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 highest educational attainment;
 - 1.4 years of teaching experience;
 - 1.5 position/rank; and
 - 1.6 relevant seminars attended?
2. What is the level of awareness of the respondents regarding the guidelines and policies of the Expanded Career Progression System?
3. What are the attitudes of the respondents toward the implementation of the Expanded Career Progression System in terms of:
 - 3.1 acceptance and openness to ECP;
 - 3.2 confidence in its effectiveness; and
 - 3.3 willingness to comply?
4. What are the perceptions of the respondents regarding the Expanded Career Progression System in terms of:
 - 4.1 perceived benefits:
 - 4.1.1 career advancement opportunities;

- 4.1.2 professional growth and motivation; and
- 4.1.3 incentives and rewards;
- 4.2 perceived challenges and concerns:
 - 4.2.1 requirements and workload implications;
 - 4.2.2 fairness and transparency of the process; and
 - 4.2.3 administrative support?
5. Are there significant differences in the respondents' level of awareness, attitudes, perceived benefits, and perceived challenges when grouped according to their profile variables?
6. Is there a significant relationship between the respondents' level of awareness of the ECP System and their:
 - 6.1 attitudes toward ECP;
 - 6.2 perceived benefits; and
 - 6.3 perceived challenges?
7. What implications for a Faculty Development Program may be formulated based on the findings of the study?

METHODOLOGY RESEARCH DESIGN

This study employed a quantitative, cross-sectional survey design using descriptive, comparative, and correlational analyses. Descriptive statistics were used to determine teachers' awareness, attitudes, perceived benefits, and perceived challenges regarding the Expanded Career Progression (ECP) System. Comparative analyses examined differences in these variables across selected demographic and professional characteristics, while correlational analysis examined their relationships with teachers' awareness of ECP. As the study involved no experimental manipulation or intervention, findings were interpreted in terms of differences and associations rather than causal effects.

Research Setting and Respondents

The study was conducted in Alangalang District III, Division of Leyte, Department of Education

Region VIII (Eastern Visayas), Philippines, comprising 14 public elementary schools. Approximately 120 teachers, from Teacher I to Master Teacher, constituted the target population. Given the relatively small and manageable population, **complete enumeration** was adopted, and all qualified teachers were invited to participate. Respondents were described according to age, sex, educational attainment, teaching experience, position/rank, school assignment, and relevant seminars attended.

Instrument Development and Validation

Data were gathered using a researcher-developed questionnaire informed by the study objectives, relevant literature, the ECP implementing guidelines under Executive Order No. 174, series of 2022, and the Philippine Professional Standards for Teachers (PPST). The instrument comprised four sections: (1) demographic and professional profile; (2) awareness of ECP guidelines and policies; (3) attitudes toward ECP implementation in terms of acceptance and openness, confidence in effectiveness, and willingness to comply; and (4) perceived benefits and challenges. Awareness was measured on a five-point scale from Not Aware (1) to Very Highly Aware (5), while attitudes, benefits, and challenges were assessed using five-point Likert-type scales.

Content validity was established through expert review by specialists in educational management, teacher professional development, and research methodology. The instrument was evaluated for relevance, clarity, comprehensibility, and alignment with the study constructs, and revisions were made based on their recommendations.

A pilot test involving 20 teachers from a neighboring district was then conducted to assess item clarity, response options, and administration procedures. Internal consistency was assessed using Cronbach's alpha, with 0.70 considered the minimum acceptable coefficient. The final manuscript should report the obtained reliability coefficients for the overall instrument and relevant subscales.

Data Collection Procedure

After securing the necessary institutional and administrative permissions, the researchers obtained informed consent and administered the validated questionnaire to qualified teachers in the 14 participating schools. Respondents were instructed to answer based on their actual knowledge, experiences, and perceptions of the ECP System. Completed questionnaires were checked, coded, and prepared for analysis. Confidentiality was maintained throughout data collection and management, and individual responses were not disclosed to unauthorized persons.

Data Analysis

Frequencies and percentages summarized respondents' profiles, while means and standard deviations described awareness, attitudes, perceived benefits, and perceived challenges. An independent-samples t-test was used to examine differences between two-group profile variables, and one-way ANOVA was used for variables with three or more groups. Significant ANOVA results were followed by an appropriate post hoc test, subject to the relevant statistical assumptions.

Pearson's product-moment correlation coefficient (r) was used to examine the relationships between awareness and teachers' attitudes, perceived benefits, and perceived challenges when the assumptions for parametric correlation were satisfied. All inferential tests were evaluated at the 0.05 level of significance, with relevant assumptions—including independence, distributional adequacy, homogeneity of variance, and linearity where applicable—considered before analysis. Results were interpreted as differences or associations and not as causal effects.

Findings also informed the identification of priority areas for a context-responsive Faculty Development Program addressing teachers' information needs, professional preparedness, implementation challenges, and institutional support.

Ethical Considerations

The study adhered to established research ethics. Participation was voluntary, and respondents were informed of the study's purpose, procedures, and their right to decline or withdraw without penalty. Informed consent was obtained before data collection. Confidentiality and privacy were protected by limiting the collection of personally identifying information, securely handling the data, restricting access to authorized individuals, and reporting findings in aggregate form.

Institutional permissions were obtained, and procedures were implemented in accordance with applicable institutional policies and ethical standards. Participation was designed to involve no academic, professional, administrative, or personal disadvantage to respondents.

RESULTS AND DISCUSSION

The results are organized according to the research questions and discussed in relation to the study objectives and relevant scholarly and policy literature.

Table 1. Profile of the Respondents

Profile		Frequency	Percentage
Age (years)	Below 25	1	1.1
	25 – 29	16	16.8
	30 – 34	14	14.7
	35 – 39	30	31.6
	40 – 44	18	18.9
	45 – 49	11	11.6
	50 – 54	3	3.2
	55 – 59	1	1.1
	60 – above	1	1.1
	Total	95	100.0
Sex	Male	12	12.6
	Female	83	87.4
	Total	95	100.0
Highest Education Attainment	Bachelor's Degree	14	14.7
	Bachelor's Degree with Units in Master's Program	67	70.5
	Master's Degree	11	11.5
	Master's Degree with Units in Doctoral Program	3	3.2
	Total	95	100.0
Years of Teaching Experience	Less than 1 year	8	8.4
	1 – 5 years	10	10.5
	6 – 10 years	31	32.6
	11 – 15 years	31	32.6
	16 – 20 years	9	9.5
	21 years – above	6	6.3
	Total	95	100.0
Position/Rank	Teacher 1	16	16.8
	Teacher 2	9	9.5
	Teacher 3	58	61.1
	Master Teacher	8	8.4
	Head Teacher	4	4.2
	Total	95	100.0
Relevant Seminars and Trainings Attended	Seminar on Career Progression System	87	91.6
	Seminar on RPMS-PPST Updates	53	55.8
	Seminar on Teacher Professional Standards	16	16.8
	Seminar on Research or Publication Writing	5	5.3
	Seminar on Leadership and Management	2	2.1

Table 1 shows the profile of the 95 respondents. Most were 35–39 years old (31.6%), followed by those aged 40–44 years (18.9%). Female teachers comprised the majority of the respondents (87.4%). In terms of educational attainment, most respondents (**70.5%**) held a bachelor's degree with units in a master's program, while 11.6% had completed a master's degree.

Regarding teaching experience, the largest proportions had 6–10 years (32.6%) and 11–15 years (32.6%) of experience, indicating that most respondents were mid-career teachers. In terms of position, Teacher III constituted the largest group (61.1%), followed by Teacher I (16.8%), Teacher II (9.5%), Master Teacher (8.4%), and Head Teacher (4.2%).

With respect to relevant professional development, 91.6% of respondents had attended a seminar on the

Career Progression System, while 55.8% had attended RPMS–PPST updates. Smaller proportions had participated in seminars on Teacher Professional Standards (16.8%), research or publication writing (5.3%), and leadership and management (2.1%). These findings indicate that most respondents had prior exposure to career progression-related information, providing an important context for interpreting their subsequent awareness and perceptions of the ECP System

Table 2. Level of Awareness of the Respondents towards ECP Guidelines and Policies

Category	Indicators	Mean	Interpretation
General Guidelines	1. Objectives of the Expanded Career Progression (ECP) System	4.28	Very Highly Aware
	2. Coverage and eligibility requirements for teachers	4.23	Very Highly Aware
	3. Levels or categories of career progression (e.g., Teacher I–VII, Master Teacher I–V)	4.22	Highly Aware
	4. Alignment of ECP with RPMS-PPST and DepEd career pathways	4.16	Highly Aware
	Mean	4.22	Very Highly Aware
Process and Requirements	5. Required documents and portfolio preparation	4.22	Very Highly Aware
	6. Performance standards and evaluation criteria	4.18	Highly Aware
	7. Steps for application, endorsement, and validation	4.10	Highly Aware
	8. Timelines and schedule of career progression cycles	4.05	Highly Aware
	Mean	4.14	Highly Aware
Benefits and Implication	9. Promotion opportunities and salary grade adjustments	4.04	Highly Aware
	10. Opportunities for leadership roles or specialization	3.98	Highly Aware
	11. Effect of ECP on workload, responsibilities, and expectations	3.91	Highly Aware
	Mean	3.98	Highly Aware
Support and Resources	12. Availability of division/district orientation and trainings on ECP	3.99	Highly Aware
	13. Availability of mentoring or coaching for ECP applicants	3.91	Highly Aware
	14. Access to official DepEd memos and policy guidelines	3.91	Highly Aware
	15. Role of school heads and supervisors in supporting teachers' career progression	4.01	Highly Aware
	Mean	3.95	Highly Aware
Overall Mean		4.07	Highly Aware

Table 2 shows a high overall level of awareness of the ECP Guidelines and Policies ($M = 4.07$), with the highest awareness in general guidelines ($M = 4.22$), particularly the objectives ($M = 4.28$) and eligibility requirements ($M = 4.23$), indicating a strong conceptual understanding of the policy framework. Clear communication of reform objectives enhances teachers' policy acceptance and implementation readiness, while understanding eligibility structures can strengthen commitment and engagement (OECD, 2020; Kraft

& Lyon, 2024). Awareness of process and requirements was also high ($M = 4.14$), particularly regarding documentation and portfolio preparation ($M = 4.22$) and performance standards ($M = 4.18$). Understanding transparent evaluation criteria is associated with perceptions of fairness and system credibility (Berhanu, 2025), while clear procedural guidance can strengthen implementation fidelity and reduce resistance to reform (Dyosini, 2024). Awareness of benefits and implications ($M = 3.98$) was relatively lower, particularly regarding workload implications ($M = 3.91$), suggesting that teachers may be more attentive to tangible incentives such as promotion and salary adjustments than to changes in roles and responsibilities (Luthra et al., 2024). This is important because unclear workload expectations in career reforms may affect teacher morale and work–life balance (Munda & Gache, 2024). Awareness of support and resources was likewise high ($M = 3.95$), with school leadership support rated relatively strongly ($M = 4.01$), consistent with evidence that leadership is critical to successful reform implementation (Raptis et al., 2024) and promotes trust, clarity, and teacher motivation during policy transitions (OECD, 2020). The comparatively lower awareness of mentoring and coaching ($M = 3.91$) suggests an area for strengthening, given evidence that mentoring enhances teachers’ confidence in meeting career progression requirements (Salifu et al., 2024). Overall, the findings indicate a well-informed teaching workforce, with prior career progression and RPMS–PPST orientations potentially contributing to policy literacy and reform readiness, consistent with Karaiskos et al. (2024).

Table 3. Attitudes of the Respondents Towards the Implementation of ECP

Category	Indicators	Mean	Interpretation
1. Acceptance and Openness	1. I believe the implementation of ECP is timely and necessary for teacher career growth.	3.86	Positive Attitude
	2. I welcome the changes introduced by ECP and am open to its full implementation.	3.88	Positive Attitude
	3. I see ECP as a fair and objective system for teacher promotion and progression.	3.83	Positive Attitude
	4. I am willing to embrace adjustments in school processes brought by ECP.	3.86	Positive Attitude
	Mean	3.86	Positive Attitude
2. Confidence in Its Effectiveness	5. I am confident that ECP will provide equal opportunities for all teachers to advance in their careers.	3.59	Positive Attitude
	6. I believe ECP will motivate teachers to continuously improve their professional practice.	3.59	Positive Attitude
	7. I trust that the implementation of ECP will lead to improved quality of teaching and learning.	3.68	Positive Attitude
	8. I am confident that the evaluation process under ECP will be transparent and objective.	3.61	Positive Attitude
	Mean	3.62	Positive Attitude

3. Willingness to Comply	9. I am willing to attend trainings, seminars, and workshops related to ECP implementation.	3.68	Positive Attitude
	10. I am willing to prepare the required documents and portfolio for ECP application.	4.63	Very Positive Attitude
	11. I am willing to take part in performance reviews and assessments required under ECP.	4.52	Very Positive Attitude
	12. I am willing to mentor or support colleagues who are also preparing for ECP.	4.37	Very Positive Attitude
	Mean	4.55	Very Positive Attitude
Overall Mean	4.01	Positive Attitude	

Table 3 shows that respondents held an overall positive attitude toward the implementation of the ECP System ($M = 4.01$). Among the dimensions, willingness to comply obtained the highest mean ($M = 4.55$, Very Positive Attitude), followed by acceptance and openness ($M = 3.86$) and confidence in its effectiveness ($M = 3.62$). The particularly high willingness to prepare required documents ($M = 4.63$) and participate in performance assessments ($M = 4.52$) indicates strong readiness to engage with ECP requirements, while the comparatively lower confidence in equal opportunities and evaluation transparency suggests areas requiring continued institutional attention.

Positive teacher attitudes toward reforms are associated with greater policy acceptance, sustained engagement, and smoother implementation (OECD, 2020; Kraft & Lyon, 2024). Similarly, when teachers perceive evaluation and promotion systems as purposeful and professionally beneficial, they are more likely to demonstrate commitment and cooperation (Choong et al., 2025). Overall, the findings suggest that teachers are receptive and willing to participate in ECP implementation, although transparent evaluation, equitable career opportunities, and sustained institutional support remain important for strengthening confidence in the system.

Table 4.1 Perceived Benefits

Category	Indicators	Mean	Interpretation
Career Advancement Opportunities	1. ECP provides a clear and structured pathway for teacher promotion.	3.79	Positive Perception
	2. ECP increases the chances of deserving teachers to be promoted based on merit.	3.86	Positive Perception
	3. ECP recognizes teachers' contributions and links them to career growth opportunities.	3.85	Positive Perception
	4. ECP opens more opportunities for leadership and specialization roles (e.g., coordinatorship, master teacher track).	3.81	Positive Perception
	5. ECP promotes healthy competition and excellence among teachers in the district.	3.65	Positive Perception
	Mean	3.79	Positive Perception
	6. ECP motivates teachers to pursue higher education or professional development.	3.51	Positive Perception

Professional Growth and Motivation	7. ECP encourages teachers to continuously upgrade their skills and competencies.	3.53	Positive Perception
	8. ECP inspires teachers to improve classroom teaching practices.	3.54	Positive Perception
	9. ECP helps teachers set clear career goals and professional milestones.	3.61	Positive Perception
	10. ECP fosters a culture of reflective practice and continuous improvement.	3.63	Positive Perception
	Mean	3.56	Positive Perception
Incentives and Rewards	11. ECP provides fair salary grade adjustments for promoted teachers.	3.38	Neutral
	12. ECP gives meaningful recognition that enhances teachers' morale and job satisfaction.	3.61	Positive Perception
	13. ECP rewards encourage teachers to sustain high-quality performance.	3.63	Positive Perception
	14. ECP contributes to teachers' financial stability and work-life balance.	3.65	Positive Perception
	15. ECP promotes retention of highly competent teachers in public schools.	3.66	Positive Perception
	Mean	3.59	Positive Perception
Overall Mean	3.65	Positive Perception	

Table 4.1 shows that respondents had a positive perception of the benefits of the ECP System ($M = 3.65$). Among the dimensions, career advancement opportunities obtained the highest mean ($M = 3.79$), followed by incentives and rewards ($M = 3.59$) and professional growth and motivation ($M = 3.56$).

The positive perception of career advancement indicates that teachers recognize ECP as providing structured, merit-based pathways for promotion and leadership development, consistent with evidence that clearly defined career pathways strengthen professional identity, engagement, and organizational commitment (OECD, 2020; Kraft & Lyon, 2024). Merit-based and transparent promotion systems may also enhance motivation and healthy professional competition (Choong et al., 2025).

Respondents likewise perceived ECP positively in supporting professional growth, although the comparatively lower mean suggests that its motivational value may depend on accessible professional development, mentoring, and institutional support; career progression systems aligned with professional standards can encourage continuous development and instructional improvement (OECD, 2020; Kraft & Lyon, 2024).

For incentives and rewards, the overall positive perception was tempered by the neutral rating for fair salary grade adjustments ($M = 3.38$), suggesting some uncertainty regarding compensation equity. While recognition and rewards may support morale, motivation, and retention, perceptions of fairness in compensation are important to job satisfaction and trust in institutional reforms (OECD, 2020; Muhammad et al., 2025; Choong et al., 2025).

Table 4.2. Respondents' Perceptions of the Challenges of ECP

Category	Indicators	Mean	Interpretation
Requirements and Workload Challenges	1. Preparing documents and portfolios for ECP is a major challenge for teachers.	4.76	Very High
	2. ECP adds additional workload that may interfere with teaching responsibilities.	4.75	Very High
	3. Meeting ECP requirements is financially or logistically difficult for many teachers.	4.68	Very High
	4. Lack of time and competing school activities make it difficult to complete ECP requirements.	4.66	Very High
	5. Limited access to printing, internet, or resources for portfolio preparation is a recurring problem.	3.18	Neutral
	Mean	4.41	Very High
Fairness and Transparency Issues	6. Lack of consistency in applying ECP standards across schools is a problem.	4.49	Very High
	7. Lack of transparency in promotion decisions is a concern among teachers.	4.43	Very High
	8. Some teachers perceive favoritism or bias in the ECP evaluation process.	4.26	Very High
	9. Unclear criteria and communication gaps about the process cause confusion among teachers.	4.32	Very High
	10. Limited grievance mechanisms make it difficult to address disputes in ECP results.	4.23	Very High
	Mean	4.35	Very High
Administrative Support Concerns	11. Lack of sufficient guidance from school heads or supervisors is a challenge.	4.32	Very High
	12. Inadequate orientation or training about ECP hinders teachers' participation.	4.28	Very High
	13. Teachers experience a lack of technical assistance in preparing ECP requirements.	4.27	Very High
	14. Limited monitoring and feedback from the district/division discourage teacher engagement.	4.16	High
	15. Insufficient budget or resources from the school/district is a barrier to successful ECP compliance.	4.13	High

	Mean	4.23	Very High
Overall Mean		4.33	Very High

The findings indicate that respondents perceived very high challenges in the implementation of the ECP System ($M = 4.33$). Among the dimensions, requirements and workload obtained the highest mean ($M = 4.41$), followed by fairness and transparency issues ($M = 4.35$) and administrative support concerns ($M = 4.23$). The particularly high ratings for portfolio preparation ($M = 4.76$) and additional workload ($M = 4.75$) indicate substantial concerns regarding documentation demands and time constraints, consistent with evidence that excessive administrative requirements can increase teacher stress and reduce instructional focus (OECD, 2020; Levy-Feldman, 2025). Concerns regarding fairness and transparency further suggest that inconsistent application of standards, unclear criteria, and limited grievance mechanisms may undermine trust in promotion systems, as perceptions of organizational justice are critical to confidence in evaluation and career advancement processes (Choong et al., 2025; Muhammad et al., 2025). Meanwhile, the very high rating for administrative support concerns ($M = 4.23$) highlights the importance of adequate guidance, training, technical assistance, and resources, as leadership support and sustained mentoring are essential to effective policy implementation and teacher engagement (OECD, 2020; Kraft & Lyon, 2024).

Table 5. Significant Differences in the Level of Awareness, Attitudes and Perceptions of ECP among Respondents as Grouped according to their Profiles

Independent Variable	Grouping Variable	F-Value/ *t-value	p-value	Decision	Interpretation
Level of Awareness of ECP	Age	3.365	0.002	Reject H_0	Significant
	Sex	*1.122	0.265	Do Not Reject H_0	Not Significant
	Highest Educational Attainment	4.827	0.004	Reject H_0	Significant
	Years of Teaching Experience	6.170	<0.001	Reject H_0	Significant
	Position/Rank	3.765	0.007	Reject H_0	Significant
	Relevant Seminars Attended	4.719	0.007	Reject H_0	Significant
Attitudes towards ECP	Age	1.303	0.253	Do Not Reject H_0	Not Significant
	Sex	*0.230	0.818	Do Not Reject H_0	Not Significant
	Highest Educational Attainment	0.794	0.500	Do Not Reject H_0	Not Significant
	Years of Teaching Experience	0.863	0.509	Do Not Reject H_0	Not Significant
	Position/Rank	0.809	0.523	Do Not Reject H_0	Not Significant

	Relevant Seminars Attended	1.178	0.326	Do Not Reject H_0	Not Significant
Perceived Benefits	Age	0.844	0.567	Do Not Reject H_0	Not Significant
	Sex	*0.859	0.393	Do Not Reject H_0	Not Significant
	Highest Educational Attainment	0.247	0.863	Do Not Reject H_0	Not Significant
	Years of Teaching Experience	0.883	0.496	Do Not Reject H_0	Not Significant
	Position/Rank	0.824	0.513	Do Not Reject H_0	Not Significant
	Relevant Seminars Attended	1.972	0.090	Do Not Reject H_0	Not Significant
Perceived Challenges	Age	3.613	0.001	Reject H_0	Significant
	Sex	*0.519	0.615	Do Not Reject H_0	Not Significant
	Highest Educational Attainment	0.897	0.446	Do Not Reject H_0	Not Significant
	Years of Teaching Experience	2.516	0.035	Reject H_0	Significant
	Position/Rank	2.668	0.037	Reject H_0	Significant

The findings show significant differences in awareness of ECP according to age ($p = 0.002$), educational attainment ($p = 0.004$), teaching experience ($p < 0.001$), position/rank ($p = 0.007$), and relevant seminars attended ($p = 0.007$), but not according to sex ($p = 0.265$). These results suggest that policy awareness varies primarily with teachers' professional exposure, academic preparation, career stage, and access to policy-related professional development. Experienced teachers may have greater familiarity with institutional policies and professional standards through sustained engagement in school processes (OECD, 2019; Toropova et al., 2021), while advanced academic preparation may strengthen teachers' capacity to interpret standards-based frameworks and career pathways (Darling-Hammond et al., 2017). Differences by position/rank may likewise reflect varying access to policy briefings, evaluative responsibilities, and institutional decision-making (Colquitt et al., 2021).

The significant association with seminar participation further underscores the role of professional development in strengthening policy understanding and implementation capacity (Desimone & Garet, 2015; Guskey, 2002). Conversely, the nonsignificant difference by sex ($p = 0.265$) suggests comparable awareness among male and female teachers, consistent with evidence that access to policy information is more closely related to institutional and professional factors than gender (OECD, 2019). These findings imply the need for differentiated orientation, mentoring for early-career teachers, and sustained professional development to promote more equitable awareness of ECP across teacher groups.

In contrast, no significant differences were found in teachers' attitudes toward ECP according to age ($p = 0.253$), sex ($p = 0.818$), educational attainment ($p = 0.500$), teaching experience ($p = 0.509$), position/rank ($p = 0.523$), or relevant seminars attended ($p = 0.326$). This indicates that teachers generally hold

comparable attitudes toward ECP regardless of demographic or professional characteristics. Such consistency is consistent with international evidence suggesting that teachers' responses to system-wide reforms are shaped more strongly by policy clarity, professional standards, and workplace conditions than by demographic characteristics alone (European Commission/EACEA/Eurydice, 2021).

Similarly, standardized reform expectations and shared implementation conditions may contribute to relatively homogeneous teacher attitudes across groups (Abate et al., 2025). The absence of significant differences should not, however, be interpreted as the absence of concerns; rather, it suggests that perceptions of and responses to ECP are broadly shared across the district. Consistent with the positive overall attitude reported in Table 3, these findings support the implementation of district-wide strategies for communication, professional learning, coaching, feedback, and supportive working conditions, while allowing additional assistance to address specific teacher needs (Ainley & Schulz, 2025; European Commission/EACEA/Eurydice, 2021).

Table 6. Significant Relationships between the Level of Awareness of ECP and their Attitudes towards ECP and Perceived Benefits and Challenges of ECP

Variables		rs	p-value	Decision	Interpretation
Level of Awareness of ECP	Attitudes towards ECP	0.350	<0.001	Reject H_0	Significant
	Perceived Benefits of ECP	0.241	0.019	Reject H_0	Significant
Guidelines and Policies	Perceived Challenges of ECP	0.025	0.814	Do Not Reject H_0	Not Significant

The results reveal a moderate positive and significant relationship between teachers' awareness and attitudes toward ECP ($r_s = 0.350$, $p < 0.001$), indicating that higher awareness is associated with more positive attitudes toward the program. This suggests that teachers who better understand ECP objectives, processes, and requirements tend to demonstrate greater acceptance of its implementation. This finding is consistent with research indicating that clarity regarding reform goals, procedures, and evaluation standards can strengthen teachers' acceptance and engagement (European Commission/EACEA/Eurydice, 2021; OECD, 2020). Clear and sustained policy communication may therefore help strengthen informed engagement with ECP.

A low but significant positive relationship was also found between awareness and perceived benefits of ECP ($r_s = 0.241$, $p = 0.019$). This indicates that teachers with higher awareness tend to recognize the career advancement, professional growth, and incentive opportunities associated with ECP more positively. International evidence similarly suggests that clarity regarding career pathways and professional standards can enhance teachers' perceptions of the value and fairness of career development systems (Ainley & Schulz, 2025). Accordingly, explicit communication of career pathways and professional opportunities may help teachers better appreciate the intended benefits of ECP.

In contrast, no significant relationship was found between awareness and perceived challenges (r_s

$= 0.025$, $p = 0.814$). This indicates that teachers' knowledge of ECP is not significantly associated with their perceptions of workload demands, fairness concerns, or administrative constraints. Such challenges may instead reflect structural and contextual conditions, including documentation requirements, time pressures, and available institutional resources. This is consistent with evidence that improved communication alone does not eliminate difficulties arising from workload and resource constraints during reform implementation (Shaoan et al., 2025). Thus, implementation improvements should focus on reducing administrative burden and strengthening procedural and technical support, rather than relying solely on increased policy awareness.

CONCLUSION

Based on the findings, public-school teachers in Alangalang III District demonstrated a high level of awareness and a positive attitude toward the Expanded Career Progression (ECP) System. They showed substantial understanding of its guidelines, processes, and objectives and expressed strong willingness to comply with its requirements. Teachers also perceived ECP positively, particularly for its potential to provide structured career advancement and opportunities for professional growth.

Despite these favorable perceptions, teachers reported very high levels of implementation challenges, particularly concerning documentation requirements, additional workload, fairness and transparency, and administrative support. This indicates that positive acceptance of ECP coexists with significant operational difficulties that may affect the practicality and sustainability of its implementation.

Awareness differed significantly according to age, educational attainment, teaching experience, position, and participation in relevant seminars, but not sex. In contrast, attitudes toward ECP did not significantly differ across the examined demographic and professional characteristics. Awareness was also significantly and positively related to both attitudes and perceived benefits, indicating that greater policy understanding is associated with more favorable views of ECP. However, awareness was not significantly related to perceived challenges, suggesting that these concerns are more closely associated with implementation conditions and structural demands than with information gaps alone.

The findings indicate that teachers are generally informed, receptive, and willing to engage with the ECP System, but substantial implementation barriers remain. The study therefore underscores the need to complement policy awareness with practical measures that address workload, procedural transparency, documentation demands, and institutional support. These findings provide an empirical basis for a responsive Faculty Development Program that supports teachers' professional preparedness while addressing the practical conditions necessary for effective and equitable ECP implementation.

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