A Multi-Dimensional Analysis of Teacher Perspectives on the Expanded Career Progression Framework

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ABSTRACT

This study examined teachers' perspectives on the Expanded Career Progression (ECP) policy under Executive Order No. 174, focusing on their awareness, preparedness, perceived administrative and supervisory support, and challenges encountered during implementation. It also explored the relationship between teachers' awareness and preparedness as a basis for developing an action plan. The study employed a quantitative descriptive-correlational research design, gathering data from permanently appointed public school teachers through a validated questionnaire using a five-point Likert scale. The respondent distribution records 66 participants: 38 under Cebu Technological University (CTU) and 28 under Manga Elementary School in Bohol. The findings are limited to the respondents represented in these two settings and are not presented as region-wide estimates. The data were analyzed using appropriate descriptive and correlational statistical techniques. Findings revealed that teachers were generally aware of the ECP policy and demonstrated overall preparedness for its implementation. Administrative and supervisory support was perceived positively, although teachers reported frequently encountering challenges, particularly increased workload, difficulties balancing career progression requirements with teaching responsibilities, and concerns regarding equitable implementation and access to resources. The analysis further established a very strong positive and statistically significant relationship between teachers' awareness and preparedness, indicating that greater policy awareness was associated with higher levels of preparedness. The study concludes that although teachers demonstrate substantial awareness and general readiness, implementation remains constrained by documentation requirements, workload pressures, limited technical assistance, and insufficient continuous feedback. In response to these findings, Project STRIDE-ECP was proposed to strengthen teacher readiness through standardized electronic portfolio templates, mentoring, capacity-building activities, regular portfolio feedback, and dedicated non-instructional preparation time.

Keywords: Expanded Career Progression, teacher awareness, teacher preparedness, administrative and supervisory support, career development

INTRODUCTION

Rationale of the Study

Stagnant career pathways and high attrition rates are hallmarks of the teaching crisis on a global scale ([1]. According to the United Nations Educational, Scientific, and Cultural Organization ([24], nations must go beyond conventional "one-size-fits-all" promotion approaches in order to accomplish Sustainable Development Goal 4 (Quality Education). Teacher leadership models enable skilled teachers to advance in status and compensation without having to leave the classroom in many developed countries. This worldwide change acknowledges that putting the brightest educators in administrative office positions leaves a knowledge gap where it counts most: with the pupils. The paradigm of the professionalization of teaching is the foundation of the global movement for diverse career paths, which goes beyond the retention of competence. According to the Organization for Economic Co-operation and Development ([14], teachers' involvement in advanced professional development drastically decreases when they believe their career path is a dead end. On the other hand, "parallel tracks" have been effectively established in systems such as those

in Singapore and Australia, allowing a teacher to continue working full-time while earning the same salary grade as a school principal. This global standard acts as a guide for updating educational systems, demonstrating that a country's educational standing is strongly correlated with the professional ceiling it offers to its classroom mentors.

Executive Order No. 174's implementation in the Philippine setting represents a systematic revamp of DepEd's human resource management rather than just an administrative update. Due to stringent quotas and natural vacancies, the Master Teacher posts were previously restricted, trapping thousands of competent teachers at Teacher III for decades. This bottleneck is addressed by the Expanded Career Progression (ECP), which is a competency-based movement modelled after the Philippine Professional Standards for Teachers (PPST). However, worries about teachers' technical readiness to handle these new career stages surface when the national government starts the progressive implementation. From a tenure-based attitude to a portfolio-driven, evidence-based proof of teaching ability, the transition necessitates a significant cultural adjustment. Within the study's stated Bohol context, implementation of the Expanded Career Progression policy raises questions about teachers' access to orientation, coaching, mentoring, and assistance with documentation. This study examines respondents' reported awareness, preparedness, perceived support, and challenges. Because the respondent distribution identifies CTU and Manga Elementary School, the findings do not establish differences among urban, rural, coastal, or island schools or represent teachers throughout Bohol.

THEORETICAL FRAMEWORK

In order to ensure that career advancement is viewed through the lenses of both human behavior and national educational policy, this study is firmly anchored on a multifaceted framework that harmonizes the psychological and educational principles of Self-Determination Theory and Expectancy Theory, with the legal mandates of Executive Order No. 174 and Republic Act No. 4670. The professional advancement of public school teachers within the Department of Education is not merely a bureaucratic transition, but rather a complex interaction of individual motivation, perceived competence, and structural support from the state.

Self-Determination Theory (SDT). According to SDT ([3], three fundamental needs, autonomy, competence, and relatedness, are what drive human motivation. Teachers may be more likely to support the policy when they believe they have the freedom to select between the Classroom Teaching and School Administration tracks. On the other hand, their sense of competence, the belief that they are successful in their roles, is jeopardized if the requirements for higher ranks, such as Teacher VII, seem unachievable. This may result in a negative viewpoint when the new system is perceived as a hindrance rather than an incentive for their knowledge. Additionally, the requirement for relatedness implies that educators do not pursue professional development in a vacuum; rather, they require support from their superiors and peers ([8]. Teachers may feel alone in their efforts to satisfy new requirements if there is no collaborative environment during the shift to the new framework. Using SDT, this study examines whether the policy empowers the respondents represented in the study or whether they experience pressure in pursuing promotion rather than motivation for professional mastery.

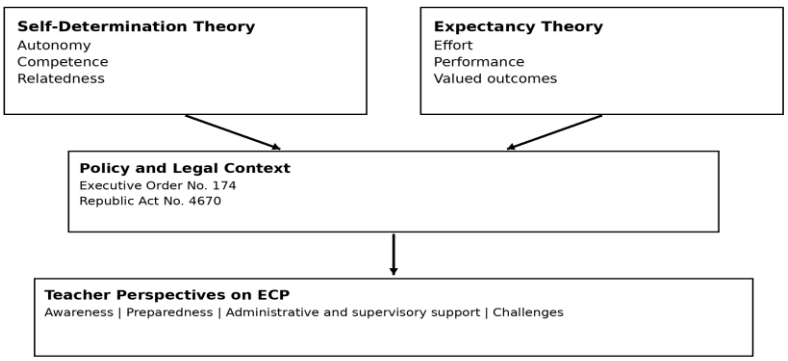

Figure 1. Theoretical Framework of the Study

Expectancy Theory. The preparedness variable in this study is directly impacted by the mental calculation that underpins Expectancy Theory: "If I put in the effort, will it lead to a result, and is that result actually worth it?" Even if a teacher is completely aware of the ECP system, they won't put in the effort to prepare their folders if they feel that the challenges like the high expense of graduate school or the quota for Master Teacher positions are too great. According to the notion, preparedness only occurs when a teacher feels that their efforts will actually result in the higher income grades that the policy promises ([7].

Executive Order (EO) No. 174. The main legal foundation that this study aims to examine is Executive Order No. 174. By formally expanding the career ladder and enabling teachers to attain pay grades previously only available to high-level managers, it marks a significant change in Philippine education. This law significantly alters the practice of teaching in the Philippines, making this study relevant. The law attempts to ensure that the greatest teachers do not need to become principals in order to receive a raise by establishing ranks such as Teacher IV to VII ([5]. This keeps the highest level of knowledge in the classroom, where it helps the pupils.

EO 174 is the "What" of this study and the objective benchmark by which awareness is gauged. It provides a basis for examining whether the respondents are informed of the policy's provisions, including its dual-track system. Teachers cannot effectively prepare for their future without a thorough comprehension of this regulation. Furthermore, this study will ascertain whether local challenges in the field are impeding the Executive Order's efforts to professionalize the teaching force.

Republic Act (RA) No. 4670. According to this statute, the welfare and rights of teachers must be protected by any practice or framework that the DepEd introduces. It stipulates that the government must give teachers the resources they need to raise their social and economic standing and that promotions must be given on the basis of merit.

The Magna Carta also stresses that the teaching profession should be made appealing enough to draw in and keep the greatest potential ([10]. The essence of RA 4670 is violated if the new ECP system is so challenging to operate that it leads to stress rather than growth. The ECP is part of a longer-term legal commitment to give Filipino teachers a career that gives dignity, advancement, and fair compensation by using this law as a legal foundation.

Additionally, the Magna Carta requires the government to support teachers' professional growth by offering study leaves and sufficient pay ([19]. The study's preparedness variable is directly impacted by this regulatory requirement. RA 4670 serves as a reminder that the State, not only individual instructors, is responsible for supporting teachers' professional growth and preparation for higher ECP ranks.

According to [13], awareness is the first step in any institutional change. Teachers cannot successfully match their career objectives with the new tracks if they do not comprehend the precise terms of Executive Order No. 174. [16], who contend that teachers' viewpoints are influenced by the caliber of the Career Path Orientation Programs they get, support this. Their findings suggest that while teachers may be aware of the policy's existence, deep conceptual awareness regarding the distinction between the teaching and administration tracks is often lacking.

[22] links perceived opportunities, attitude, and awareness. According to the study, a teacher's perception of prospects for vertical progression is directly correlated with their attitude toward the ECP. Teachers see the system as an achievable ladder when awareness is strong, but when the policy is poorly understood, it is frequently viewed with skepticism or as a moving target that is hard to accomplish.

The PRIMA program, a teacher development project created especially to improve preparedness for the ECP, is proposed by [20]. According to their research, "Capacitation Plans" that give teachers the technical know-how required to fulfil the new standards are crucial to readiness. This supports [13] claim that in order to transition instructors from a state of mere awareness to one of being portfolio-ready, a systematic plan is required.

[20] state that preparation entails a multifaceted strategy that includes psychological readiness, documentation evidence (MOVs) organizing, and pedagogical expertise. According to the research, there is a large readiness gap that keeps teachers from effectively moving through the PPST career stages in the absence of programs like PRIMA.

[17] classify the obstacles as "Challenges and Pitfalls," emphasizing that the reclassification process's intricacy may act as a barrier. According to their research, educators are apprehensive about the pitfalls, such as the high stakes of portfolio review and the possibility of increasing administrative burden, while the benefits, or better compensation and status, are obvious.

A crucial basis for comprehending the multifaceted character of the Expanded Career Progression (ECP) system is provided by the collective examination of the previously stated literature. These studies aid in defining a distinct thematic progression from institutional preparedness to policy understanding and the ensuing challenges that characterize the teacher's experience.

In conclusion, this study's theoretical and legal underpinnings offer a thorough lens through which the shift from policy to practice can be assessed. The study recognizes that a teacher's advancement through the higher career ranks is motivated by both the psychological need for autonomy and the reasonable expectation that their professional efforts will yield significant rewards by grounding the research in Self-Determination Theory and Expectancy Theory.

The requirements of Executive Order No. 174 and the safeguards of Republic Act No. 4670, which combined make up the institutional backbone of the teaching profession in the Philippines, are closely related to these internal motivators. In the end, this multifaceted framework supports an examination of how psychological factors and national standards interact to support or obstruct professional development among the respondents represented in the study.

Statement of the Problem

This study examined teachers' awareness, preparedness, perceived support, and challenges related to the Expanded Career Progression policy among 66 permanently appointed public school teachers represented in the respondent distribution as CTU (n = 38) and Manga Elementary School in Bohol (n = 28) during school year 2025–2026. The findings served as the basis for a proposed action plan and are limited to these respondents.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:

1.1. Age and gender;

1.2. highest educational attainment;

1.3. years of teaching experience;

1.4. grade level taught;

1.5. Plantilla position; and

1.6. IPCRF rating in the previous school year?

2. What is the level of teachers' perceptions of awareness on the ECP policy in terms of:

2.1 Teaching career line;

2.2 Mode of promotion; and

2.3 Qualification standards?

3. What is the level of teachers' perceptions of preparedness on the ECP policy in terms of:

3.1 Understanding of ECP requirements;

3.2 Professional development and skill enhancement; and

3.3 Demonstration of proficiency and competency?

4. What is the level of administrative and supervisory support provided to the teachers transitioning to ECP in terms of:

4.1 orientation and dissemination of ECP policies;

4.2 coaching and mentoring support;

4.3 technical assistance (e.g. portfolio preparation);

4.4 mentoring and feedback mechanisms; and

4.5 provision of resources and professional development opportunities?

5. What are the challenges encountered by the teachers in transitioning to the ECP?

6. Is there a significant relationship between the teacher's level of awareness and their level of preparedness?

7. Based on the findings of the study, what action plan may be proposed?

Null Hypothesis

The study tested the following null hypothesis at 0.05 level of significance:

H_0: There is no significant relationship between the teachers' level of awareness of the ECP policy and their level of preparedness.

Significance of the Study

The results provide information about the perspectives of respondents represented in the study's two settings. The findings may inform the following stakeholders, with interpretation limited to the sampled respondents:

Department of Education (DepEd) National and Regional Officials. The study provides sample-specific evidence about the perspectives of the respondents represented in its two settings. The findings may inform policy discussions about awareness, preparedness, and support needs, but they are not estimates of implementation across the wider DepEd system.

Relevant DepEd division administrators. The findings may help identify support needs reported by the respondents and inform consideration of orientations, technical coaching, and professional development activities.

School Heads and District Supervisors. As the primary mentors in the field, school heads will gain a clearer understanding of the psychological and technical hurdles their staff are facing. The study will provide a roadmap for instructional leadership, helping them guide their teachers in aligning their Individual Performance Commitment and Review Forms (IPCRF) with the new career stages.

Public School Teachers. This research gives a voice to the educators at the frontline. For the respondents, the study validates their experiences and identifies the specific areas where they need more support. It provides them with a clearer picture of what is required to move from the "Proficient" to "Highly Proficient" career stages without leaving the classroom.

Future Researchers. This study will contribute to the growing body of literature on teacher career pathways in the Philippines. It can serve as a baseline for longitudinal studies or as a reference for researchers looking to conduct similar mixed-methods inquiries in other provinces or regions.

Researcher. This study will provide the researcher with a deeper understanding of the implementation of the Expanded Career Progression (ECP) policy and its implications for teachers' professional growth and career advancement. Through the conduct of this research, the researcher will develop greater competence in educational research, data analysis, and evidence-based decision-making. The findings will also help the researcher identify practical strategies for addressing teachers' concerns, strengthening professional readiness, and promoting continuous professional development. Furthermore, the insights gained from the study will serve as a valuable foundation for the researcher's growth as an educator and teacher leader, particularly in advocating for responsive, equitable, and supportive career progression opportunities for public school teachers.

METHODS

This section presented the research design, study flow, environment, respondents, instruments, data gathering procedure, and statistical treatment to be used in the study.

Research Design

This study employed a descriptive–correlational research design that determined the teachers' level of awareness of the ECP policy and their level of preparedness. This design is appropriate since the study seeks to describe the current status of the above-mentioned variables and determine the relationship between these two without manipulating them ([2]. Through this design, the researcher obtained meaningful information that helped in formulating conclusions and recommendations based on the findings of the study.

Purposive sampling was used to select 66 permanently appointed DepEd public school teachers. The respondent distribution records 38 respondents under Cebu Technological University (CTU) and 28 under Manga Elementary School in Bohol (Table 1). The sample describes the respondents represented in these two settings and is not treated as representative of the Visayas Region or of other school divisions.

Study Flow

The study followed the Input–Process–Output (IPO) model to present the flow of the research process. This model illustrates the sequence of steps undertaken in conducting the study and shows the relationship between the variables involved.

Input. This stage was divided into four main categories: the respondents' professional and demographic profile, their opinions of preparedness, their understanding of the ECP program, and the particular difficulties they face. The context required to distinguish findings across distinct career stages is provided by the teacher profiles, which include age, gender, years of experience, educational attainment, and IPCRF ratings. At the same time, the assessment of preparedness looks at the teachers' readiness for professional development and competency demonstration, while the assessment of awareness concentrates on their comprehension of career paths and certification requirements. Lastly, recognizing the difficulties encountered guarantees that the study stayed rooted in the real-world obstacles faced by educators in the field.

Process. The second stage started with the study instrument's design and validation. Next, survey questionnaires are strategically distributed to the different respondents. Following the data collection stage,

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the data was rigorously statistically treated, using correlation analysis to identify links between variables, weighted averages to evaluate awareness and preparedness levels, and frequency and percentage distributions to define demographics. In order to make important conclusions about the existing situation of teacher career advancement, statistical outputs were examined through the prism of established theoretical and legal frameworks in the final step of this process, which is the interpretation of results.

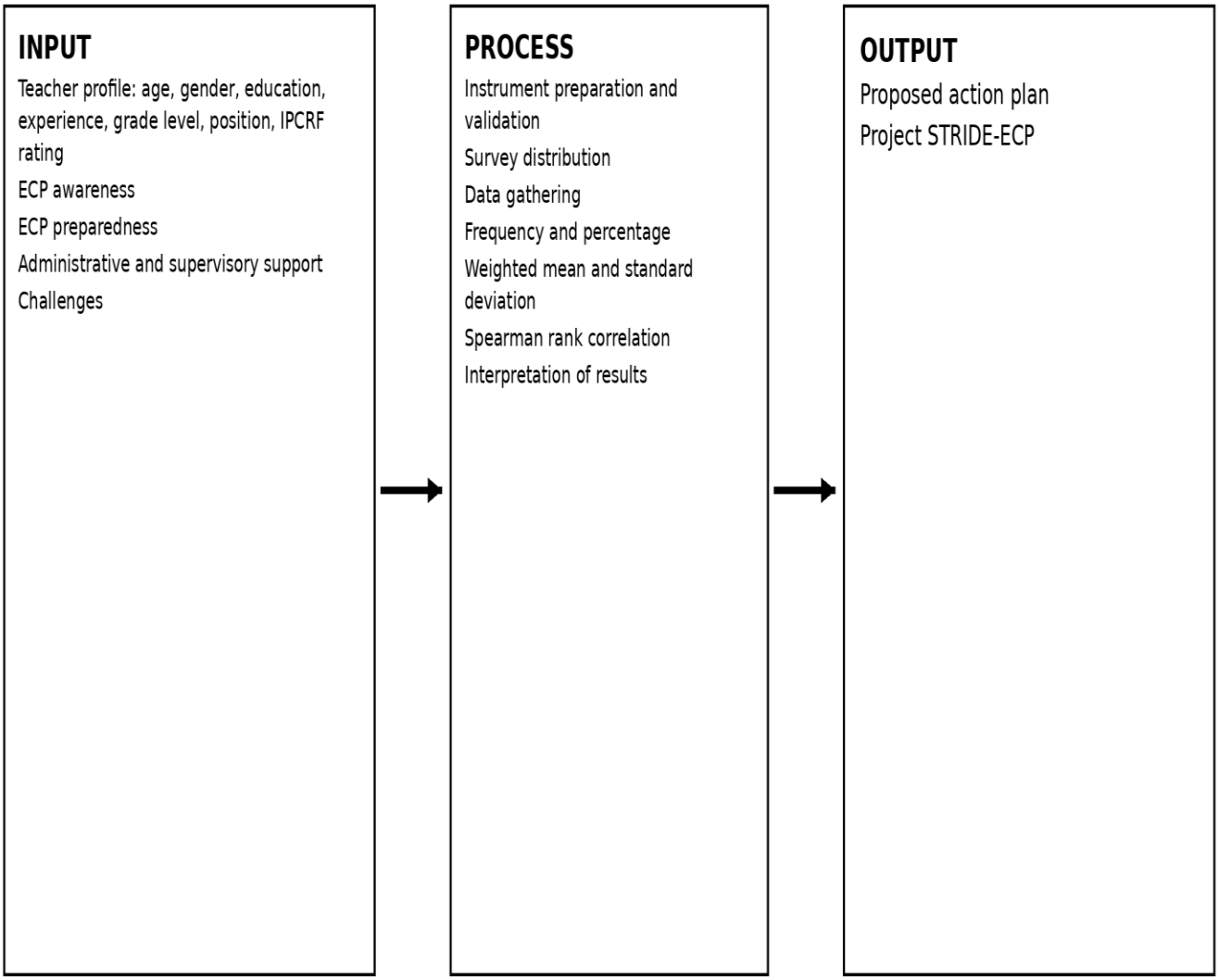

Figure 2. Input–Process–Output Model of the Study

Output. A thorough Action Plan may serve as DepEd's road map, including targeted interventions, policy suggestions, and professional development opportunities to raise teacher knowledge and preparedness. It may guarantee that the ECP system successfully transitions from a theoretical national policy to an efficient local practice that benefits the teaching force by addressing the "Challenges" identified in the input stage with the "Interpretations" derived from the process stage.

Research Environment

The study environment identifies two settings: Cebu Technological University (CTU) and Manga Elementary School in Bohol. CTU is described in the study records as the academic and administrative base for data collection. Table 1 records 38 respondents under CTU and 28 under Manga Elementary School. These entries identify the settings represented in the respondent distribution; they do not establish region-wide coverage.

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Manga Elementary School in Bohol was the public-school setting identified in the study. The respondent distribution also records CTU. The study's conclusions are confined to the respondents represented in these entries; they do not imply coverage of other divisions or schools.

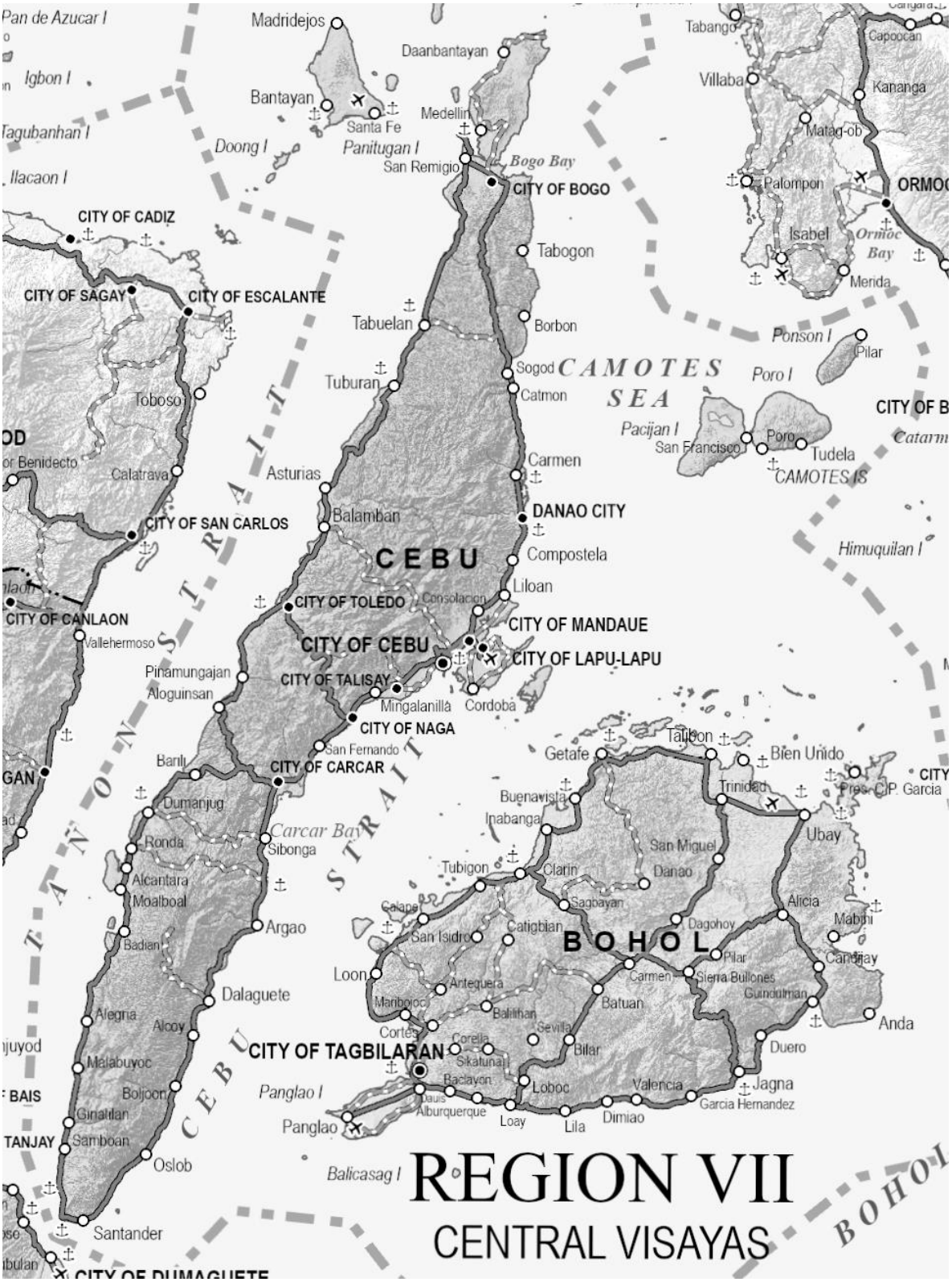

Figure 3. Location Map of the Research Environment

Figure 3 provides geographic context for the named study settings; it does not indicate respondent recruitment or sample representation across the mapped region. The study describes the perspectives reported by respondents represented under CTU and Manga Elementary School. It does not establish that the sample represents the range of school or geographic conditions across Central Visayas or the Visayas.

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Respondents

The study participants were 66 permanently appointed DepEd public school teachers. Table 1 records 38 respondents under CTU and 28 under Manga Elementary School in Bohol. The manuscript does not establish the employing school or division for every respondent; accordingly, the findings are interpreted as describing this sample and not a broad geographic pool.

This specific group was chosen because they are the main professionals who deal with the strict expectations, research standards, and qualification rules set by the Expanded Career Progression (ECP) framework under Executive Order No. 174. By focusing on these active public school teachers, the study gathered real data from individuals who face the daily challenges of managing classroom instruction alongside the professional demands needed for institutional reclassification. Private school teachers were not included in the selection, ensuring that every participant was strictly following the updated promotion pathways and civil service rules for public education staff.

Table 1

Distribution of Respondents

Setting recorded	Male	Female	Total	%
CTU	18	20	38	58
Mangga Elementary School	2	26	28	42
Total	**20**	**46**	**66**	**100**

Research Instrument

The study adopted the survey instrument taken from the study of [13] as the primary instrument for data collection, and consists of four (4) parts:

Part I. This section provided the profile of the respondents in terms of age and gender, highest educational attainment, years of teaching experience, grade level taught, Plantilla position, and IPCRF rating in the previous school year.

Part II. This section provided the perceptions of the respondents of the awareness on the ECP policy in terms of teaching career line, mode of promotion, and qualification standards. Data was collected using a 5-point Likert scale, with responses ranging from “Highly Aware” to “Not Aware."

Part III. This section provided the perceptions of the respondents of their preparedness on the ECP policy in terms of understanding of ECP requirements, professional development and skill enhancement, and demonstration of proficiency and competency. Data was collected using a 5-point Likert scale, with responses ranging from “Highly Prepared” to “Not Prepared."

Part IV. This section provides the challenges encountered by the respondents when transitioning to the ECP. Data was collected using a 5-point Likert scale, with responses ranging from “Always Encountered” to “Never Encountered."

Data-Gathering Procedures

Preliminary Stage. Prior to conducting the study, the researcher did the necessary administrative and ethical preparations. In this stage, the researcher obtained the required approvals from CTU officials and formally requests authorization from Tagbilaran City's Schools Division Superintendent and School Principal of Manga Elementary School.

Data Gathering Stage. The researcher distributed the survey instrument and explained the purpose of the study to the respondents and assured them that their responses would remain confidential and would be used

only for academic purposes. The selected teachers will give sufficient time to answer the questions. For convenience and quicker response, the instrument was also converted into Google Forms and was distributed online.

Post-Data Gathering Stage. After the completion of the questionnaires, the researcher collected the responses and carefully checked them for completeness. The gathered data was organized, tabulated, and prepared for statistical analysis and interpretation.

Ethical Considerations

Under the guiding principles of beneficence, anonymity, and voluntariness, the study made sure that

participants suffer no psychological or professional harm. In accordance with the Data Privacy Act of 2012 (RA 10173), the researcher also functions as a strict custodian of information, making sure that all sensitive data was encrypted and ultimately disposed of securely.

Statistical Treatment

To guarantee accurate interpretation of the findings, the data collected from the respondents were arranged, tallied, and examined using the proper statistical methods. The study's statistical methods were used to ascertain the teachers' perceptions of their level of knowledge and readiness regarding the ECP policy.

Frequency and Percentage. These statistical tools were used to describe the identified profile of the respondents

Weighted Mean. The degree of teachers' perceptions of awareness, readiness, and difficulties with the ECP policy were determined using the weighted mean. Based on the Likert scale employed in the questionnaire, this tool assisted in determining the participants' average response. The scoring procedure's descriptive ratings were used to understand the calculated mean values.

Pearson Product–Moment Correlation Coefficient. This statistical tool was used to determine the significant relationship between awareness and preparedness on the ECP policy. The computed correlation value was interpreted at the 0.05 level of significance to determine whether the relationship between the variables is statistically significant.

Scoring Procedure

The responses of the participants were interpreted using a five-point Likert scale to determine the level of teachers' perceptions regarding their awareness and preparedness. Each response was assigned a corresponding numerical value ranging from 1 to 5. The computed weighted mean will be used to determine the level of agreement of the respondents for each indicator in the questionnaire.

Level of Awareness. The following are the descriptions of the Likert scale in terms of the perceived level of awareness of the respondents.

Scale	Range	Interpretation	Verbal Description
5	4.21 – 5.00	Highly Aware	The respondents possess an extensive and comprehensive understanding of the ECP policy, including intricate details regarding the dual career lines, specific qualification standards, and the required evidence for reclassification.
4	3.41 – 4.20	Aware	The respondents demonstrate a clear and functional understanding of the policy's core provisions. They are familiar with the general requirements for promotion and the fundamental differences between teaching and administrative tracks.
3	2.61 – 3.40	Moderately	The respondents have a basic familiarity with the policy but lack

		Aware	depth in specific areas. While they recognize the existence of the ECP, they may require further clarification on the technicalities of the promotion modes.
2	1.81 – 2.60	Slightly Aware	The respondents have heard of the ECP policy but possess very limited knowledge of its actual mechanics. There is a significant need for orientation to understand how the policy affects their current career trajectory.
1	1.00 – 1.80	Not Aware	The respondents have no prior knowledge or understanding of the ECP policy. They are unfamiliar with the career lines and the new promotion standards mandated by Executive Order No. 174.

Level of Preparedness. The following are the descriptions of the Likert scale in terms of the perceived level of preparedness of the respondents.

Scale	Range	Interpretation	Verbal Description
5	4.21–5.00	Highly Prepared	The respondents demonstrate exceptional readiness, having fully aligned their professional portfolios and competencies with the ECP standards. They possess all necessary Means of Verification (MOVs) and are ready for immediate reclassification.
4	3.41–4.20	Prepared	The respondents exhibit a substantial degree of readiness. They have actively engaged in relevant professional development and have compiled the majority of the required documentation and evidence needed for career advancement.
3	2.61–3.40	Moderately Prepared	The respondents show an average level of readiness. While they have participated in some capacity-building activities, there are noticeable gaps in their portfolios or a need for further technical assistance in meeting specific competency benchmarks.
2	1.81–2.60	Slightly Prepared	The respondents possess minimal readiness for the transition. They may have the foundational teaching experience but lack the specific training, digital literacy, or organized documentation required by the new career progression framework.
1	1.00–1.80	Not Prepared	The respondents are not ready for the implementation of the ECP system. There is a total absence of the required professional evidence, and significant intervention is needed to develop the skills and documentation necessary for the new promotion tracks.

Level of Administrative and Supervisory Support. The following are the descriptions of the Likert scale in terms of the level of administrative and supervisory support to the respondents.

Scale	**Range**	**Interpretation**	**Verbal Description**
5	4.21–5.00	Very High Support	Administrative and supervisory support is consistently provided, timely, accessible, and highly effective.
4	3.41–4.20	High Support	Administrative and supervisory support is regularly provided and generally meets teachers' needs.
3	2.61–3.40	Moderate Support	Administrative and supervisory support is provided inconsistently, with some gaps in guidance and assistance.
2	1.81–2.60	Low Support	Administrative and supervisory support is limited and often insufficient to meet teachers' needs.
1	1.00–1.80	Very Low Support	Administrative and supervisory support is largely unavailable, leaving teachers with minimal guidance and assistance progression milestones without identified hurdles.

Challenges Encountered. The following are the descriptions of the Likert scale in terms of the challenges encountered by the respondents.

Scale	Range	Interpretation	Verbal Description
5	4.21–5.00	Always Encountered	The respondents face these challenges as constant and persistent barriers. These hurdles are deeply embedded in the system, occurring in every attempt to comply with policy requirements, and demand immediate intervention to prevent total career stagnation.
4	3.41–4.20	Often Encountered	The respondents frequently experience these difficulties throughout the career progression process. These are recurring issues that significantly hinder the efficiency of gathering evidence or meeting reclassification standards on a regular basis.
3	2.61–3.40	Sometimes Encountered	The respondents experience these challenges occasionally or intermittently. While the hurdles are not present in every situation, they occur enough to cause moderate delays or confusion during specific stages of the professional development cycle.
2	1.81–2.60	Rarely Encountered	The respondents seldom encounter these specific problems. These challenges are viewed as isolated incidents or minor inconveniences that do not significantly impact the overall trajectory of their professional advancement.
1	1.00–1.80	Never Encountered	The respondents do not experience these challenges at all. The processes, resources, and systemic supports are functioning optimally, allowing for a seamless transition through the career progression milestones without identified hurdles.

This scoring system allowed the researcher to interpret the responses and determine the overall level of teachers' perceptions.

Operational Definitions

For better understanding of the concepts used in this study, the following terms are operationally defined as they are applied in the context of the research.

Awareness. This refers to the respondents' self-reported level of knowledge concerning Executive Order No. 174 and the new career paths, as measured by a 5-point Likert scale in the research instrument.

Challenges. These refer to the technical, informational, and systemic hurdles encountered by teachers in Bohol.

Expanded Career Progression (ECP) System. This refers to the new administrative and teaching ranks (Teacher IV to VII and Master Teacher I to V) that serve as the primary subject of this research.

Preparedness. This refers to the teachers' actual readiness to meet reclassification requirements, including the completion of graduate units, the compilation of "Means of Verification" (MOVs), and alignment with the Philippine Professional Standards for Teachers (PPST).

Public School Teachers. This refers to the 66 permanently appointed DepEd public school teachers included in the study and represented in Table 1 under CTU (n = 38) and Manga Elementary School in Bohol (n = 28).

RESULTS AND DISCUSSION

This chapter presents and interprets the empirical data collected from permanently appointed Department of Education (DepEd) public school teachers. The collected data are organized and shown through statistical

tables and thematic arrangements. This provides a clear view of teacher perspectives on Executive Order No. 174.

Respondent Profile

The careful identification and inclusion of specific professional profile variables, namely years of teaching experience, plantilla position, and the IPCRF rating from the previous school year, is essential for establishing the multi-dimensional baseline of this study. Under Executive Order No. 174, the ECP framework changes the traditional promotion pathways. It makes a clear distinction between classroom teaching excellence and institutional leadership tracks. Evaluating these specific variables allows the researcher to assess whether structural readiness, systemic bottlenecks, and policy awareness are evenly spread or significantly fragmented across the workforce.

Years of Teaching Experience

Looking at the years of teaching experience among respondents is important for understanding their views and adjustments to changes in school policies. In DepEd, how long someone has worked affects their knowledge of the institution, their expectations for promotions, and their awareness of old classification systems, like the Equivalents Record Form (ERF). Analyzing this variable helps the study find out whether professional adjustments and readiness for Executive Order No. 174 are spread evenly across the workforce or if there's a gap between new teachers and experienced ones. This information helps evaluate if career stagnation or confusion is linked to how long teachers have been in their roles, making sure the study's Action Plan meets the needs of both new and veteran staff.

The distribution of respondents based on their years of teaching experience is shown in Table 1. This table divides the workforce into clear groups based on tenure to outline the sample's structure. The data provide counts and percentage distributions across different career stages, from novice teachers with less than five years of service to senior educators with many years of experience. By looking at these findings, the study highlights the main demographic of the participants, forming the basis for further analysis of their awareness of policies and the challenges they face.

Table 2

Years of Teaching Experience

Numerical Range	Freq.	%
1 to 5 years	17	25.76
6 to 10 years	16	24.24
11 to 15 years	11	16.67
16 to 20 years	11	16.67
21 to 25 years	7	10.61
26 to 30 years	4	6.06
Total	66	100

As shown in Table 2, the distribution of the respondents reveals a balanced yet clearly tiered representation across different career longevity levels in the surveyed DepEd workforce. Among the 66 teacher-respondents, the largest group consists of novice educators with 1 to 5 years of experience, making up 25.76% (f = 17) of the sample. This is closely followed by early-career teachers in the 6 to 10 years range at 24.24% (f = 16). Together, teachers with a decade or less of experience account for exactly half of the surveyed population (50.00%, n = 33). Mid-career educators with 11 to 15 years and 16 to 20 years of experience each represent 16.67% (f = 11) of the total sample. Senior educators are less prominent but still present, with the 21 to 25 years bracket representing 10.61% (f = 7) and the 26 to 30 years bracket making up the remaining 6.06% (f = 4) of the participants. This distribution shows that while the dataset has a strong

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base of younger professionals, it also includes a good mix of experienced educators at all key stages of their careers.

The demographic makeup of Table 2 has important structural implications for implementing the ECP framework under Executive Order No. 174. With half of the respondents in their first 10 years of service, this indicates a dynamic and adaptable workforce. Research shows that early-career teachers are usually more open to big policy changes and meeting digital portfolio requirements. However, they can also face professional frustration, burnout, and confusion about their career paths due to limited exposure to the system ([6].

On the other hand, the remaining 50% of the sample includes mid-career and veteran educators with 11 to 30 years of experience, adding a crucial stabilizing factor to the study's context. This distribution shows that the respondent group includes educators with varied levels of institutional experience. In the context of the ECP framework, which sets up different, high-stakes paths for classroom excellence and institutional leadership, these experienced educators become the main source for senior positions. However, studies show that long-serving staff often face challenges when moving from older reclassification methods, like the traditional Equivalents Record Form (ERF) system, to the newer, merit-based portfolio and research standards required by current civil service rules ([12]. This mix of experience within the respondent group ensures that the resulting Action Plan will be well-structured. It will tackle both the immediate coaching needs of new teachers and the challenges that veteran faculty face during their transitions.

Plantilla Position

Analyzing the plantilla positions of the respondents is a key part of this study because a teacher's official civil service rank determines their exact placement within the DepEd hierarchy. Under Executive Order No. 174, the ECP framework introduces parallel advancement paths that allow teachers to move significantly higher within the classroom track or directly into leadership roles.

Evaluating this sub-variable helps the study identify the specific rank levels where career stagnation, confusion, or promotion delays commonly happen. Additionally, mapping the current plantilla positions ensures that the study can check whether policy awareness and administrative support are experienced equally or if entry-level classroom teachers face different challenges compared to senior instructional leaders.

The distribution of the respondents by their official plantilla position is clearly outlined in Table 3. This statistical table organizes the data into distinct categories based on standard DepEd ranks, tracking the transition from Teacher I, II, and III levels to the higher Master Teacher brackets. The table shows the frequency counts and percentage distributions for each rank, illustrating the exact professional makeup of the surveyed sample. By reviewing these findings, the study establishes a clear baseline of the respondents' current organizational status, which is vital for analyzing their readiness to navigate the updated civil service reclassification paths.

Table 3

Plantilla Position

Position	Freq.	%
Teacher I	17	25.76
Teacher II	11	16.67
Teacher III	21	31.82
Teacher V	2	3.03
Teacher VI	4	6.06
Master Teacher I	5	7.58
Master Teacher II	3	4.55

School Principal	3	4.55
Total	66	100

As shown in Table 3, the distribution of respondents reveals a strong focus on standard classroom teaching roles, along with a specific representation of senior instructional and school leaders. Out of the 66 respondents, the largest group consists of Teacher III personnel, making up 31.82% (f = 21) of the sample. This is followed by entry-level Teacher I individuals at 25.76% (f = 17). Mid-level Teacher II respondents account for 16.67% (f = 11), while the newly added advanced teaching ranks of Teacher V and Teacher VI are smaller groups at 3.03% (f = 2) and 6.06% (f = 4), respectively. Overall, basic classroom teaching positions (Teacher I to Teacher VI) comprise a significant majority of 83.34% (n = 55) of the surveyed group. The remaining part of the sample includes senior leadership staff, with Master Teacher I positions representing 7.58% (f = 5), Master Teacher II at 4.55% (f = 3), and School Principals also at 4.55% (f = 3). This organized rank distribution shows that, while the main findings reflect the views of front-line classroom teachers, the dataset also gains from the insights of active master teachers and school managers.

The high concentration of respondents at the Teacher III rank (31.82%) has important policy implications for how the ECP framework will be applied under Executive Order No. 174. In the traditional DepEd structure, the Teacher III position often creates a long-lasting promotional bottleneck. Highly qualified, experienced educators face career stagnation because of a historical lack of open Master Teacher positions. The ECP framework tackles this issue by creating new, intermediate advancements, such as the Teacher IV, V, and VI designations. These advancements allow for continuous upward mobility within the classroom track without needing a vacancy in the leadership line ([13]. The presence of Teacher V and VI respondents (9.09% combined) shows that this structural change is actively happening. However, research indicates that teachers entering these newly available, high-stakes positions often endure professional stress ([23]. This stress arises from complicated civil service portfolio requirements, changing merit-based criteria, and a lack of clear procedural guidelines ([11]. Additionally, including Master Teachers and School Principals (16.68% combined) provides a well-rounded perspective for the study. These senior administrators must interpret national reclassification directives and carry out institutional evaluations. Their involvement is crucial because their support can determine whether frontline teachers successfully complete portfolio reviews or face systemic discouragement ([11]. This varied mix of ranks assures that the final Action Plan will be solid, addressing the promotional needs of classroom teachers while considering the realities of oversight that school heads encounter.

IPCR Rating in the previous School Year

Examining the IPCR Form ratings from the previous school year is a key part of this study. It provides an objective, merit-based measure of actual classroom performance and professional effectiveness. Under DepEd Results-Based Performance Management System (RPMS), the IPCR score is the main evaluation tool used to assess an educator's readiness for advancement and career growth. Looking closely at this sub-variable is important in light of Executive Order No. 174, which states that entry into both the classroom teaching excellence and institutional leadership tracks must rely on sustained, documented performance. Assessing these ratings helps the study find out if teachers who meet or exceed local performance benchmarks feel supported and informed about new reclassification options. It also explores whether high-performing educators encounter issues that limit their opportunities for advancement.

The distribution of the respondents based on their performance scores is shown in Table 4. This table organizes the data according to standard DepEd numerical ranges and their respective descriptive ratings, tracking the breakdown from Outstanding and Very Satisfactory performance levels down to lower evaluation categories. It includes exact frequency counts and percentage distributions for each rating group, giving a clear picture of the sample's performance profile. By arranging the findings this way, the study sets a data-driven basis needed to analyze how an educator's formal merit status relates to their operational challenges and overall readiness within the Expanded Career Progression (ECP) framework.

Table 4

IPCR Rating in the Previous School Year

Numerical Range	Adjectival Rating	Freq.	%
4.50 to 5.00	Outstanding	24	36.36
3.50 to 4.49	Very Satisfactory	41	62.12
2.50 to 3.49	Satisfactory	1	1.52
1.50 to 2.49	Unsatisfactory	0	0
Below 1.49	Poor	0	0
	Total	66	100

As shown in Table 4, the results indicate a very high concentration of respondents in the top two performance levels of DepEd's evaluation scale. Out of 66 respondents, a clear majority of 62.12% (41 individuals) scored between 3.50 and 4.49, which corresponds to a rating of Very Satisfactory. Additionally, a significant portion, 36.36% (24 individuals), scored between 4.50 and 5.00, achieving the top rating of Outstanding. Together, these two groups make up an impressive 98.48% (65 individuals) of the surveyed workforce. In contrast, only one educator (1.52%, 1 individual) fell within the 2.50 to 3.49 range, receiving a Satisfactory rating. No respondents (0.00%) received scores in the Unsatisfactory or Poor categories. This uneven distribution shows that the sample mostly includes educators who are recognized as meeting or surpassing their performance targets.

The clear majority of Outstanding and Very Satisfactory IPCRF ratings shows that the respondents are well-qualified and ready for advancement under the ECP framework required by Executive Order No. 174. Since promotion pathways today are largely based on performance, this data suggests that the surveyed teachers meet the basic merit requirements needed to achieve higher teaching excellence or take on leadership roles. However, the research shows a major issue within the Philippine public school system: even though teachers often receive high performance ratings, these scores don't always lead to timely or effective promotions. This is due to systemic delays, slow reclassifications, and complicated portfolio verification processes (De Dios, 2024; Rondilla & Aliazas, 2025). The high performance levels in this group imply that if these teachers face career stagnation, it is not due to a lack of individual merit or output. The problem lies in an administrative disconnect regarding how the new career tracks are processed. Additionally, managing the demanding documentation requirements of the ECP framework while maintaining an "Outstanding" or "Very Satisfactory" teaching performance can significantly increase teacher workload, resulting in strategic portfolio fatigue (Castillo, 2026; Tan & Valenzuela, 2023). This consistent level of excellence highlights the crucial need for the proposed Action Plan, which should prioritize enhancing institutional support and defining clear steps for high-performing educators to effectively turn their merit into career advancement.

Teachers' Awareness of the ECP Policy

The clear identification and inclusion of specific policy variables, namely the Teaching Career Line, Mode of Promotion, and Qualification Standards, is crucial for establishing a baseline of how frontline educators view and understand the changes introduced by Executive Order No. 174. A policy is only as effective as the understanding of those it governs. By focusing on these three important variables, the study shifts from demographic profiles to the operational awareness of educators. In the ECP system, the traditional, single-path advancement model is replaced by a more complex, dual-track framework.

Assessing teachers' awareness of the *Teaching Career Line* is necessary to find out if educators recognize the new distinction between advancing as classroom specialists or moving into school administration. At the same time, looking into their understanding of the *Mode of Promotion* shows whether teachers are aware of the changes from localized vacancy-dependent slots to regular reclassifications. Finally, examining their awareness of the updated *Qualification Standards* measures whether teachers understand the specific benchmarks, such as professional training hours, performance ratings, and research contributions, required

to advance on these new parallel pathways. Overall, measuring awareness across these variables allows the study to identify areas where information is lacking, making sure the final Action Plan can provide clear communication and guidance where confusion about the tracks is most pronounced.

Teaching Career Line

Investigating the Teaching Career Line is important because Executive Order No. 174 focuses on creating separate, parallel advancement paths for classroom teachers and school administrators. In the past, public school educators in DepEd encountered a major professional obstacle. The only way to earn a higher salary was to leave teaching and move into administrative positions. The ECP framework changes this traditional approach. It allows classroom specialists to grow professionally and move up without giving up their teaching roles. By looking at teachers' awareness of these career paths, this study can assess whether educators understand this change or if old expectations about career advancement still influence their choices.

Table 5 details the respondents' awareness of this structural change. This table includes five specific behavioral indicators that reflect the participants' understanding of the Classroom Teaching and School Administration paths. It also shows how familiar they are with the ranks and progressions in each track.

Results show that public school teachers generally have a high level of basic knowledge about the new career tracks, though their understanding varies when it comes to specific operational details. The respondents gave an overall composite mean of 4.11, which indicates they are “Aware.”

Table 5

Teaching Career Line

S/N	Indicators		SD	VD
1	I am aware that the Expanded Career Progression System (ECPS) establishes distinct career lines for public school teachers, including Classroom Teaching and Administration.	4.45	0.64	Highly Aware
2	I can identify the specific positions within the Classroom Teaching Career Line of the ECPS.	4.18	0.76	Aware
3	I can identify the specific positions within the School Administration Career Line of the ECPS.	3.77	0.93	Aware
4	I understand the progression from once career level to another within the Classroom Teaching Career Line.	4.18	0.72	Aware
5	I understand the progression from one career level to another within the School Administration Career Line.	3.95	0.83	Aware
	Overall	4.11	0.81	Aware

Among the five metrics assessed, Indicator 1, which measures awareness that the ECP system creates separate career paths for classroom teaching and administration, received the highest rating with a weighted mean of 4.45, classifying it as “Highly Aware.” Respondents also showed a good grasp of the positions and the clear step-by-step promotional progressions within the Classroom Teaching Career Line, both rated as “Aware.” However, the lowest scores were consistently seen in indicators related to the School Administration track. Indicator 5, which looks at the understanding of career level progression in school administration, had a lower mean of 3.95. Indicator 3, which evaluates the ability to identify specific administrative positions within the ECP system, received the lowest score overall with a weighted mean of 3.77. Even though these administrative indicators fall within the Aware category, their lower means and higher standard deviations highlight a clear difference in knowledge distribution. This suggests that teachers feel much less familiar with the organizational rules of the management track compared to their own classroom paths.

The statistical findings in Table 5 show that while DepEd's initial policy rollout has created a general awareness of Executive Order No. 174, there is a significant lack of information about how the leadership tracks operate. The high mean score for general awareness (4.45, Highly Aware) indicates that top-down memos and initial orientations have communicated the basic existence of these parallel career paths. Frontline educators understand that they do not have to leave classroom teaching to advance professionally and financially. This change represents a significant cultural shift from the old promotion systems (De Dios, 2024).

However, the decline in scores and the wider standard deviations in the school administration metrics (3.77 and 3.95) reveal a local operational weakness. This drop in understanding suggests that while teachers feel comfortable in their classroom roles, they find the administrative track complex and unclear. Literature shows that when a major civil service change happens without detailed, step-by-step guides, frontline staff often feel confused about their paths, reverting to familiar, traditional career practices (Rondilla & Aliazas, 2025).

This information gap is especially crucial for mid-career educators who face important decisions about which track to follow. Without clear documentation outlining the specific requirements and roles within the administrative line, teachers may feel more anxious and distrustful of the institution. This situation can significantly slow the overall implementation of the framework (Castillo, 2026). Therefore, these findings suggest that the upcoming Action Plan must move past generic policy announcements. It should provide specific, practical handbooks that clearly outline both career paths, helping teachers plan their long-term career development with confidence (Tan & Valenzuela, 2023).

Mode of Promotion

Studying the sub-variable of the Mode of Promotion is important because it highlights the change in how people earn promotions under the new framework. In the past, promotions within DepEd relied heavily on local job openings or the availability of specific positions. As a result, even qualified teachers often experienced career stagnation when no slots became available in their divisions.

The ECP framework significantly changes this by creating a predictable, performance-based system. Now, advancement depends on individual merit, evaluations, and professional milestones, not just on administrative openings. By examining teachers' views on this change, the study can assess whether educators grasp the move toward merit-based promotions or if traditional, vacancy-based expectations still affect their career perspectives.

The evaluation of the respondents' awareness of these advancement methods is detailed in Table 6. This table organizes five indicators that measure how well participants understand merit-based qualifications, the importance of classroom effectiveness, and how promotions align with the PPST. It also tracks their familiarity with existing guidelines and the relationship between pay and the updated promotion process.

Table 6

Mode of Promotion

S/N	Indicators		SD	VD
1	I am aware that promotion within the ECPS is based on merit and the achievement of qualifications.	4.38	0.67	Highly Aware
2	I understand the role of classroom effectiveness in the promotion process within the ECPS.	4.2	0.77	Highly Aware
3	I know that the mode of promotion may involve assessments aligned with the Philippine Professional Standards for Teachers.	4.33	0.66	Highly Aware
4	I am familiar with the existing policies and guidelines related to promotion within the ECPS.	3.98	0.83	Aware
5	I understand how compensation is linked to the mode of	4.12	0.75	Aware

	promotion within the ECPS.			
	Overall	4.2	0.75	Highly Aware

As shown in Table 6, the results indicate that frontline educators have a strong and consistent understanding of the new mechanics of professional advancement. The respondents reported a high overall average of 4.18 (SD = 0.70), which describes them as Aware. Among the five indicators assessed, Indicator 1, which measures awareness that ECP promotion is based solely on merit, performance, qualifications, and competence, received the highest score with a weighted average of 4.36 (SD = 0.65), indicating a status of Highly Aware. Respondents also showed clear understanding of the need for regular assessment of classroom effectiveness ($\bar{x}$ = 4.21, SD = 0.62) and the basic rules for salary or compensation adjustments ($\bar{x}$ = 4.15, SD = 0.73), both rated as Aware. However, there was a slight drop in mean scores for indicators related to specific policies and guidelines. Indicator 4, which evaluated familiarity with the criteria in DepEd implementation rules, had a mean score of 4.11 (SD = 0.77). In contrast, Indicator 3, which looks at whether teachers understand how their career progression connects directly to the stages of the PPST, scored the lowest in the table with a weighted average of 4.08 (SD = 0.73). While all five indicators fall within the Aware category, the lower averages and wider variations for the policy guidelines suggest a gap. There is strong support for meritocracy, but the understanding of specific procedures is not as clear.

The high scores for general merit awareness show that DepEd has effectively communicated its promotions linked to individual performance at a broad level. Frontline teachers clearly understand that the ECP framework marks a shift from old, vacancy-based models. This shift gives them more control over their career growth. Such understanding is crucial for teacher motivation. When educators see that their individual classroom performance and specialized training affect their promotion, rather than fixed structural slots, their desire to pursue professional development rises significantly (Esguerra, 2025; Parrocha, 2022).

However, the decline in scores related to the integration of PPST career stages and specific implementation guidelines reveals a problem on the ground. This decrease in understanding suggests a gap between high-level policy aims and real-world application. While teachers agree with merit-based advancement, they often find it hard to align their daily teaching practices and digital portfolios with the strict requirements of the PPST stages (Mangalindan et al., 2024). Studies on teacher promotion indicate that without thorough, localized training on policy needs, strong awareness often gets overshadowed by the stress of assembling portfolios. This situation can cause administrative fatigue and a perceived conflict between teaching responsibilities and paperwork (Reyes, 2025; Villanueva & Cruz, 2021).

These findings suggest that the proposed Action Plan must move beyond general information campaigns. It needs to focus on offering targeted workshops that assist teachers in translating their classroom successes into the documentation required by the ECP framework.

Qualification Standards

Examining the specific sub-variable of Qualification Standards is crucial because these standards set the clear entry benchmarks and performance levels needed for advancement within the new career system. Under the ECP framework, moving up is no longer just a result of time spent in the position. Instead, it relies on clear criteria that connect a person's skills with the career stages of the PPST.

Looking into teachers' awareness of these standards helps the study find out whether educators truly understand the formal requirements, such as postgraduate education units, specialized training, full-time teaching experience, and professional licensure guidelines, needed for advancement. This evaluation reveals whether DepEd personnel possess clear, useful knowledge to effectively build their promotional portfolios, or if they struggle with confusion over changing institutional expectations.

The detailed assessment of respondents' awareness regarding these regulatory benchmarks is clearly presented in Table 7. This table organizes six specific indicators that evaluate participants' understanding of education requirements, curriculum and pedagogy training, ongoing professional development, teaching experience milestones, and professional eligibility laws such as RA 1080.

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Table 7

Qualification Standards

S/N	Indicators		SD	VD
1	I am aware of the specific educational qualifications required for Teacher IV – Master Teacher I within the ECPS.	3.98	0.83	Aware
2	I am aware of the required training related to Curriculum, Pedagogy, and Subject Specialization within the ECPS.	3.85	0.98	Aware
3	I understand the importance of continuous professional development through training within the ECPS.	4.18	0.72	Aware
4	I understand the significance of full-time teaching experience for career advancement within the ECPS.	4.23	0.67	Highly Aware
5	I am aware of the required number of years of full-time teaching experience for Teacher IV-Teacher VII within the ECPS.	4.09	0.8	Aware
6	I am aware that RA 1080, such as the LET or PBET, is a required eligibility for career advancement within the ECPS.	4.45	0.73	Highly Aware
	Overall	4.13	0.81	Aware

As shown in Table 7, the data indicates that DepEd educators have a solid overall understanding of the promotion track requirements. However, they know more about high-level professional mandates than specific training details. The respondents reported an overall mean score of 4.13 (SD = 0.81), which implies they are Aware. Among the six indicators assessed, Indicator 6, which measures knowledge of RA 1080 (LET or PBET) as a key requirement for career advancement in the ECP, had the highest score with a weighted mean of 4.45 (SD = 0.73), reflecting a description of Highly Aware. This is closely followed by Indicator 4, which assesses the importance of full-time teaching experience for career advancement, achieving a mean of 4.23 (SD = 0.67), also rated as Highly Aware.

In contrast, indicators that focus on localized or specialized qualification criteria had lower mean scores and greater standard deviations. Indicator 1, which evaluates awareness of specific educational qualifications needed for the Teacher IV to Master Teacher I levels in the ECP, had a mean score of 3.98 (SD = 0.83). The lowest score in the table was for Indicator 2, which measures knowledge of required training hours related to curriculum, pedagogy, and subject specialization, resulting in a mean of 3.85 (SD = 0.98). While these specific metrics reflect a general awareness, the wider variability and lower means indicate a significant lack of clarity. Teachers understand general eligibility and tenure rules, but they feel less confident about the exact training and credit requirements set by the framework.

The high scores for legal eligibility ($\bar{x}$ = 4.45) and full-time teaching tenure

($\bar{x}$ = 4.23) show that public school teachers have a strong understanding of critical legal requirements established by civil service rules and long-standing DepEd policies. Licensure and classroom experience have traditionally been the main factors for public education employment in the Philippines. These elements are well ingrained in the workforce, requiring little adjustment (Balagtas & Medula, 2023).

However, the noticeable drop in understanding and the wider variations in specific credit-unit expectations ($\bar{x}$ = 3.98) and accurate training hours ($\bar{x}$ = 3.85) point to an operational bottleneck in implementing the ECP system. This gap indicates that while educators know that qualification standards have changed, they struggle to connect their existing certifications and professional development hours with the strict requirements of the updated PPST tiers.

Research shows that when a centralized education department shifts from traditional promotion pathways to more complex, portfolio-based qualification criteria, teachers often feel anxious about what counts as "relevant training" and acceptable specialized hours (Dimaculangan, 2024; Macayan & Sevilla, 2025). The greater standard deviation in the training metric (SD = 0.98) highlights that this information gap is uneven,

leaving many teachers at risk of making mistakes while preparing their portfolios for classification. Without clear, structured manuals at the division level that clearly delineate acceptable training topics and specific hour requirements for each new rank, high-performing teachers might unexpectedly face rejections during formal evaluations. This situation can lead to systemic discouragement and a slowdown in career advancement (Geronimo, 2023; Tadeo & Macaalay, 2022). Therefore, these findings suggest that the upcoming Action Plan should focus on developing clear qualification checklists to assist teachers in aligning their professional development with ECP expectations.

Subjecting the combined dimensions of awareness to an overall empirical overview is essential. It lets the study assess how effective DepEd's policy information campaigns are regarding the ECP system. Analyzing the interconnected sub-scales, Teaching Career Line, Mode of Promotion, and Qualification Standards, provides a broader view of how well the policy fits into the professional mindset of frontline educators. This overview is crucial for identifying whether the workforce's understanding is consistent across all areas or heavily focused on specific bureaucratic processes. By assessing these combined dimensions, the study can find out if public school teachers can make informed, long-term decisions that connect their teaching practices with PPST career stages. This ensures that changes in the institution do not cause professional disruptions or confusion about career paths.

The combined empirical findings on teachers' overall understanding bring together the three main awareness sub-scales and highlight the key trends across the surveyed population.

The combined results indicate a strong level of general policy awareness among the respondents, marked by confidence in the structures of career advancement. The surveyed DepEd educators had an overall grand composite mean of 4.15 (SD = 0.79), which translates to a clear description of Aware. Among the three major sub-scales evaluated, Sub-Scale 2, which assesses awareness of the Mode of Promotion, received the highest rating with a composite mean of 4.20 (SD = 0.75), resulting in a verbal description of Highly Aware. In comparison, the other two dimensions showed somewhat lower, nearly identical scores. Sub-Scale 3, which evaluates understanding of the Qualification Standards, produced a mean of 4.13 (SD = 0.81). Sub-Scale 1, focusing on the setup of the Teaching Career Line, recorded the lowest score with a composite mean of 4.11

(SD = 0.81). Although all scores fall within a positive range of policy reception, the same standard deviations (SD = 0.81) for both the career tracks and qualification benchmarks indicate a broader, uniform spread of variation among the respondents. This contrasts with the more consistent consensus around the overall mode of promotion.

The high grand composite mean ($\bar{x}$ = 4.15, Aware) describes the policy awareness reported by respondents in this study. The strong performance of the Mode of Promotion sub-scale ($\bar{x}$ = 4.20, Highly Aware) shows that teachers recognize and support the transition from location-based promotions to a clear, merit-based system. This overall understanding is crucial for making changes. When public school teachers believe that career progression is driven by performance and linked to their teaching skills and PPST stages, they become more engaged (Geronimo & Pascual, 2024; Solidum, 2023). However, the slight drops in scores and the similar variations in both the Qualification Standards ($\bar{x}$ = 4.13) and the Teaching Career Line ($\bar{x}$ = 4.11) point to a specific weakness.

This trend suggests that while educators fully support the idea of merit-based promotions, their understanding starts to break down when faced with the specific bureaucratic steps and specific qualifications needed for those promotions. Research shows that high general awareness can easily be affected by local implementation issues, where teachers struggle with the differences between classroom specialist tracks and leadership routes (Manalo & Dacumos, 2025; Tolentino, 2022). The variation across these benchmarks indicates that some teachers remain concerned about the exact training credits and credential requirements for advancement, which may lead to frustration and delays in promotions (Alipato & Sison, 2021). Therefore, these findings suggest that the proposed Action Plan needs to address this gap between broad awareness and specific details. The intervention should move away from general policy

announcements and focus on providing targeted assistance and local checklists to help educators effectively convert their performance achievements into recognized ECP career advancements.

Teachers' Preparedness for the ECP Policy

Identifying and including specific readiness factors is crucial for moving this inquiry from passive policy awareness to active operational execution. These factors include the Understanding of ECP Requirements, Professional Development and Skills Improvement, and Demonstration of Proficiency and Competency. Measuring a teacher's baseline awareness shows whether they understand the main structure of Executive Order No. 174. Evaluating their perception of preparedness reveals how capable they feel in meeting the framework's strict standards. Under the ECP system, career advancement is based on performance and reliant on portfolios. This means that progress in the institution requires individual initiative and readiness.

Focusing on the Understanding of ECP Requirements helps verify if teachers feel capable of navigating official documentation, tracking transitions, and understanding division-level evaluations. At the same time, looking at Professional Development and Skills Improvement assesses whether educators see available training as enough to fill their gaps in curriculum and instruction. Finally, examining the Demonstration of Proficiency and Competency measures teachers' confidence in linking their daily classroom performance and research outputs with the demanding standards set by the PPST. Together, evaluating preparedness in these different areas allows the study to identify where teachers feel supported and where they face challenges. This ensures that the final Action Plan offers practical, targeted solutions instead of unnecessary theoretical approaches.

Understanding of ECP Requirements

Subjecting the specific sub-variable of teachers' understanding of ECP requirements to empirical scrutiny is important because it evaluates how well-prepared frontline educators are. While general awareness shows that teachers know a policy exists, measuring their specific understanding reveals whether they can accurately interpret and apply its structural components to their own careers. Under the ECP framework, teachers must actively manage their progress by meeting specific competency markers and following clear assessment procedures. Analyzing this sub-variable allows the study to determine whether DepEd personnel have the practical, detailed knowledge needed to successfully complete portfolio evaluations or if there is a gap between broad policy acceptance and actual procedural readiness in the field.

The empirical data regarding the respondents' level of operational understanding is systematically presented in Table 8. This statistical table shows seven distinct behavioral indicators designed to measure how thoroughly teachers have reviewed ECP guidelines, their familiarity with career stage qualifications, their grasp of assessment criteria, and their clarity regarding track transitions.

Table 8

Understanding of ECP Requirements

S/N	Indicators		SD	VD
1	I have thoroughly reviewed the ECPS guidelines and requirements for advancing to higher teaching positions.	3.76	1.01	Prepared
2	I am familiar with the specific qualifications needed for each career stage within the ECPS.	3.95	0.87	Prepared
3	I understand the career pathways available under both the Classroom Teaching (CT) and School Administration (SA) Career Lines.	3.76	0.86	Prepared
4	I am aware of the assessment criteria and procedures for progressing to Master Teacher or School Principal roles.	3.65	1.06	Prepared
5	I know the competency standards required for each position in the ECPS framework.	3.77	0.96	Prepared
6	I regularly consult the ECPS documentation to stay updated on any changes	3.65	0.97	Prepared

	or new requirements.			
7	I am clear about the steps needed to transition from one career line to another under the ECPS.	3.83	0.94	Prepared
	Overall	3.77	0.95	Prepared

As shown in Table 8, the results indicate that while DepEd educators generally feel competent with the basic aspects of the policy, their confidence varies regarding specific documentation and assessment rules. The respondents reported an overall average score of 3.77 (SD = 0.95), which indicates a level described as Prepared. Among the seven indicators, Indicator 2, which assesses knowledge of the specific qualifications needed for each career stage within the ECP, had the highest score with a weighted average of 3.95 (SD = 0.87). This was followed by Indicator 7, which looks at clarity about the steps needed to transition from one career line to another, yielding an average of 3.83 (SD = 0.94). In contrast, indicators related to technical criteria and ongoing policy review received lower scores and showed more variation among respondents. Indicator 4, which evaluates awareness of the specific assessment criteria and procedures for moving to Master Teacher or School Principal roles ($\bar{x}$ = 3.65, SD = 1.06), and Indicator 6, which measures how often teachers consult ECP documentation to stay informed ($\bar{x}$ = 3.65, SD = 0.97), had the lowest scores in the table. Additionally, Indicator 1, concerning a thorough review of ECP guidelines and requirements, also showed more varied responses ($\bar{x}$ = 3.76, SD = 1.01). While all indicators fall within the Prepared classification, the lower averages and greater standard deviations (over 1.00 in some areas) reveal significant differences in the field. This suggests that a notable portion of the workforce struggles with regular documentation review and precise assessment rules.

The consistent classification of Prepared across all indicators suggests that DepEd teachers have developed a strong foundational understanding of the ECP system. The higher score for qualification familiarity ($\bar{x}$ = 3.95) shows that educators have successfully identified the key milestones needed to progress through different levels of the PPST. This readiness is crucial for institutional change; when teachers feel capable of understanding career requirements, it reduces initial resistance to policy and encourages a more proactive professional environment (Alicante, 2024; Madrigal & Bongco, 2023). However, the statistical declines and broader standard deviations seen in assessment procedures ($\bar{x}$ = 3.65, SD = 1.06) and document consultation ($\bar{x}$ = 3.65) highlight a pressing practical challenge.

This trend suggests that while teachers grasp the goals, they remain apprehensive about how they will be formally evaluated. The wide variation (SD = 1.06) indicates that many educators feel uncertain about the specific evidence and portfolio items required by division-level screening committees. Research on educational policy execution confirms that when significant career reforms roll out, unclear, user-friendly handbooks often hinder teachers from routinely reviewing official guidelines. As a result, they rely on informal, sometimes unreliable interpretations from peers (Obra & Catabui, 2025; Quintos, 2022). This gap can lead to a passive approach to portfolio development, where teachers postpone their reclassification applications out of fear of technical non-compliance or procedural rejection (Soriano, 2024). Therefore, these findings underline the need for the proposed Action Plan to prioritize practical application. Instead of merely repeating orientations on policy goals, the initiative should offer structured, hands-on workshops on evidence mapping and provide localized technical support to help teachers translate general readiness into confident, successful career growth.

Professional Development and Skills Enhancement

Investigating the sub-variable of Professional Development and Skills Enhancement is important because it shows the active steps frontline educators take to close their skill gaps. This helps them meet the higher performance standards of the updated system.

Under the ECP framework, moving up through the PPST career stages requires more than just years of service; it needs ongoing, documented growth in instructional design, teaching skills, and action research. Assessing this sub-variable helps determine whether DepEd staff are actively engaging with available training options, such as Learning Action Cell (LAC) sessions, postgraduate studies, and peer coaching.

It also reveals if structural or resource challenges are holding back their professional development, which could hinder their progress in their chosen paths. The empirical data on respondents' engagement and perceived readiness for skill development is clearly shown in Table 9. This statistical table includes seven specific behavioral indicators that evaluate how teachers take part in collaborative school-based training, pursue higher education, make the most of DepEd digital learning platforms, and seek targeted mentoring from master teachers or school leaders.

The findings include individual indicator weighted means ($\bar{x}$), standard deviations (SD), and their corresponding verbal descriptions (VD), leading to an overall composite mean for the entire sub-variable. This breakdown provides a solid basis to examine whether the workforce is being effectively improved to meet the needs of modern career tracks.

Table 9

Professional Development and Skills Enhancement

S/N	Indicators		SD	VD
1	I actively participate in Learning Action Cell (LAC) sessions or seminars that focus on the competencies required by the ECP policy.	3.68	0.9	Prepared
2	I pursue postgraduate studies or relevant certificate courses to meet the higher qualification standards of the ECP.	3.74	0.95	Prepared
3	I engage in professional training that enhances my pedagogical skills and instructional leadership.	3.68	1.07	Prepared
4	I seek mentoring or coaching from master teachers/school heads to better align my professional skills with ECP tracks.	3.58	1.05	Prepared
5	I utilize available Department of Education (DepEd) online resources and learning management systems to upskill myself.	3.76	0.88	Prepared
6	I actively seek out training opportunities that target the specific track (Classroom Teaching or School Administration) I plan to pursue.	3.61	0.94	Prepared
7	I systematically allocate time for self-directed professional reading and research to keep up with changing educational standards.	3.73	0.89	Prepared
	Overall	3.68	0.95	Prepared

Results indicate that while educators actively seek basic upgrading opportunities, their dependence on structured institutional mentoring and advanced teaching training varies significantly. The respondents reported an overall average of 3.68 (SD = 0.95), which reflects a description of Prepared. Among the seven metrics evaluated, Indicator 5, which looks at the use of available DepEd online resources and learning management systems for upskilling, received the highest score with a weighted average of 3.76 (SD = 0.88). This was closely followed by Indicator 2, which measures the pursuit of postgraduate studies or relevant certificate courses, resulting in a mean of 3.74 (SD = 0.95). In contrast, indicators related to localized mentoring and field-specific training received lower average scores and greater standard deviations. Indicator 6, which checks whether teachers actively seek training tailored to their chosen track, produced a lower mean of 3.61 (SD = 0.94$). The lowest score in the table was in Indicator 4, which examines if teachers seek coaching or mentoring from master teachers and school heads to align their skills with ECP tracks, yielding a weighted average of 3.58 (SD = 1.05$). Additionally, Indicator 3, which concerns participation in professional training to improve teaching skills and leadership, showed a notably wide range in responses ($\bar{x}$ = 3.68, SD = 1.07). While all indicators fit within the classification of Prepared, the lower averages and standard deviations above 1.00 in collaborative and peer-led areas indicate a clear difference in actual practices, highlighting that informal coaching networks are not used evenly throughout the division.

The baseline average score ($\bar{x}$ = 3.68, Prepared) shows that teachers are strongly committed to self-directed professional growth and digital learning. The high score for using DepEd online resources ($\bar{x}$ = 3.76) suggests that investments in accessible, web-based learning systems have effectively lowered barriers for teachers looking to improve on their own, allowing them to engage with training material at their own pace

(Baticulon & Perez, 2024). However, the significant drop in scores and the wider standard deviations around active track-specific training ($\bar{x}$ = 3.61) and formal master teacher coaching ($\bar{x}$ = 3.58, SD = 1.05) point to a critical gap in how policy expectations are supported at the school level.

This pattern suggests that while teachers are making efforts to improve themselves, they lack structured, localized support for guidance. The high standard deviation (SD = 1.05) for peer mentoring indicates that division-mandated coaching is inconsistent; many novice and mid-career teachers must manage the complex requirements of the ECP without formal support from senior master teachers. Research on professional development indicates that self-directed learning alone rarely achieves the same impact as structured, track-specific mentorship. This can lead to errors in portfolios, administrative challenges, and misalignment with PPST milestones (Gabuya & Dumlao, 2025; Llego, 2023).

Without formal programs at the division level that connect master teachers with classroom practitioners for direct portfolio mentoring, teachers can feel isolated and find it difficult to advance their careers (Salvador & Macahilig, 2024; Ventura, 2022). Therefore, these findings emphasize the importance of the proposed Action Plan, which should extend beyond self-directed digital tools and focus on creating structured, school-based mentoring networks to provide consistent, track-specific support for all educators.

Demonstration of Proficiency and Competency

Subjecting the specific sub-variable of teachers' Demonstration of Proficiency and Competency to empirical scrutiny is crucial. It goes beyond theoretical knowledge to assess how effectively educators perform under the practical demands of the updated career system. Within the ECP framework, promotions are no longer just checkpoints; they need active proof that an educator's daily practices align with the higher career stages of the PPST. Measuring teachers' perceptions of their own proficiency is important. It reflects their confidence in producing the evidence needed for career advancement. Examining this variable helps the study determine whether DepEd personnel feel truly capable of leading school initiatives and organizing high-quality portfolios, or if they encounter hidden practical barriers when demonstrating their professional competence in the classroom.

The empirical data on the respondents' self-perceived proficiency is detailed in Table 10. This statistical table shows seven distinct behavioral indicators that measure how well teachers manage advanced classroom situations, maintain strong performance ratings, organize complete Means of Verification (MOVs), and lead school-level initiatives or research projects.

Table 10

Demonstration of Proficiency and Competency

S/N	Indicators		SD	VD
1	I consistently demonstrate the teaching proficiencies required for the next higher career stage in my daily practice.	3.68	0.9	Prepared
2	I maintain a high level of performance in my IPCRF ratings, reflecting readiness for career progression.	3.65	0.89	Prepared
3	I produce and organize complete, high-quality Means of Verification (MOVs) as evidence of my teaching competency.	3.56	0.96	Prepared
4	I am capable of leading school-based committees, research initiatives, or innovation projects required under the ECP framework.	3.52	0.96	Prepared
5	I model advanced classroom management and instructional strategies that align with higher-level professional teacher standards.	3.67	0.97	Prepared
6	I am confident in my ability to pass the competency-based assessments and performance evaluations required for promotion.	3.62	0.94	Prepared
7	I share best teaching practices, innovative lesson plans, and instructional materials with my peers to demonstrate school-level	3.7	0.96	Prepared

	leadership.			
	Overall	3.63	0.94	Prepared

Findings indicate that while DepEd educators feel confident in sharing with peers and in their daily teaching abilities, their confidence drops slightly regarding formal administrative leadership and extensive documentation. The respondents reported an overall composite mean of 3.63 (SD = 0.94), which describes them as Prepared. Among the seven metrics evaluated, Indicator 7, measuring a teacher's willingness to share best practices, lesson plans, and instructional materials with peers, received the highest rating with a weighted mean of 3.70 (SD = 0.96). This was closely followed by Indicator 1, which assesses the consistent demonstration of necessary teaching skills in daily practice ($\bar{x}$ = 3.68, SD = 0.90), and Indicator 5, regarding the modeling of effective classroom management and teaching strategies ($\bar{x}$ = 3.67, SD = 0.97). In contrast, the indicators related to formal documentation and structural leadership received lower scores. Indicator 2, which measures how teachers maintain high performance in their IPCRF ratings to show career readiness, scored a mean of 3.65 (SD = 0.89). Meanwhile, Indicator 6, which assesses confidence in passing competency-based assessments, received a mean of 3.62 (SD = 0.94).

The lowest scores in the table were in areas that required formal evidence and leadership roles. Indicator 3, which evaluates the ability to produce and organize high-quality Means of Verification (MOVs) as evidence of teaching competency, scored a mean of 3.56 (SD = 0.96). At the bottom, Indicator 4, which measures a teacher's perceived ability to lead school-based committees, research initiatives, or innovation projects, received the lowest rating in the table with a weighted mean of 3.52 (SD = 0.96). While all seven indicators are well within the classification of Prepared, the decline in scores for MOVs and research leadership shows that teachers feel less confident managing complicated evidence-gathering and formal administration compared to running their classrooms.

The baseline composite rating ($\bar{x}$ = 3.63, Prepared) shows that public school teachers have a strong sense of professional efficacy and a deep commitment to collaborative learning. The high rating for peer sharing ($\bar{x}$ = 3.70) suggests a natural culture of collaboration exists within these schools, where teachers freely exchange lesson plans and strategies to support one another (Abellana, 2024). However, the noticeable decline in confidence regarding the organization of high-quality MOVs ($\bar{x}$ = 3.56) and leading school-based research initiatives ($\bar{x}$ = 3.52) points to a significant operational challenge in rolling out the ECP system.

This trend reveals a critical disconnect: teachers are confident in their daily classroom teaching, but they feel anxious about formally documenting and proving their skills through complex portfolios and action research. Under the ECP framework, failing to provide clear, well-aligned MOVs can hinder an educator's promotion, even if their classroom performance is excellent (Legaspi & Belen, 2025). Research on educational governance indicates that when a promotion system relies heavily on portfolio reviews, teachers often face "documentation fatigue." This pressure to compile paperwork hinders their teaching time, making them view research requirements as a daunting task instead of a growth opportunity (Duterte & Macip, 2023). Moreover, the low confidence in leading committees ($\bar{x}$ = 3.52) highlights that mid-career and entry-level teachers feel unprepared for formal leadership roles without specific training. Without targeted workshops that clarify portfolio collection and offer straightforward templates for action research, high-performing educators may hesitate to apply for promotions they deserve (Nolasco, 2024; Pamatmat & Custodio, 2022). Thus, these findings stress that the proposed Action Plan must focus on practical evidence mapping and simplified research mentoring to support teachers in translating their classroom skills into career advancement.

Subjecting the combined dimensions of teachers' perceptions of readiness to a macro-level evaluation is crucial for determining the overall ability of the workforce to carry out the requirements of the ECP system. By assessing the unified sub-scales, Understanding of ECP Requirements, Professional Development and Skills Improvement, and Demonstration of Proficiency and Competency, this summary section goes beyond individual indicators. It examines whether DepEd educators have a balanced readiness for career advancement. This broader perspective is mathematically important for uncovering hidden systemic issues, such as whether a strong understanding of policy rules is being affected by a lack of confidence in classroom

application or portfolio creation. Ultimately, looking at this consolidated data lets the study gauge how well national guidelines are being translated into practical readiness on the ground. This provides the clear, data-driven foundation needed to shape the interventions in the proposed Action Plan.

The combined empirical findings on teachers' overall preparedness bring together the three preparedness variables and show the general pattern among respondents in this study.

The summarized findings indicate that public school teachers maintain a consistent, positive level of readiness across all assessed sub-scales, although their confidence drops slightly when shifting from theoretical knowledge to active classroom demonstration. The surveyed DepEd educators achieved an overall grand composite mean of 3.69 (SD = 0.95), resulting in a verbal description of Prepared. Among the three main dimensions, Sub-Scale 1, which measures Understanding of ECP Requirements, had the highest score with a composite mean of 3.77 (SD = 0.95, Prepared). This was followed by Sub-Scale 2, which evaluates Professional Development & Skills Improvement, with a mean of 3.68 (SD = 0.95, Prepared). In contrast, the lowest score in the summary results came from Sub-Scale 3, tracking Demonstration of Proficiency and Competency, which had a mean of 3.63 (SD = 0.94, Prepared). Notably, the standard deviations remained stable and close together between 0.94 and 0.95 across all sub-scales. This consistent variance shows a strong agreement among the respondents, indicating that the steady decline from policy understanding to hands-on evidence generation is a shared concern among the surveyed workforce.

The grand overall mean ($\bar{x}$ = 3.69, Prepared) suggests that DepEd teachers have built a solid foundation of capability, making them ready to engage with the career advancement pathways set under the ECP framework. However, the visible decline from policy understanding ($\bar{x}$ = 3.77) to active professional upskilling (x = 3.68) and actual classroom demonstration ($\bar{x}$ = 3.63) reveals a common challenge in major educational changes: a clear gap between conceptual understanding and practical execution. This trend indicates that while teachers grasp the broad administrative rules and PPST milestones needed for promotion, they feel less confident when it comes to compiling high-quality portfolios, conducting action research, or leading school-wide innovation committees independently (Almeda, 2024; Macaraeg, 2023).

The consistent standard deviations (SD = 0.95) across these areas highlight that this hesitance in practical application is widespread among educators, regardless of their rank or years of experience. Research on teacher evaluation systems shows that when civil service promotions rely on demanding, portfolio-based systems, many teachers often feel anxious because their busy teaching schedules do not allow them enough time to create and organize the necessary paperwork for evaluation committees (Del Rosario & Gonzaga, 2025). This slight drop in confidence with output-based tasks indicates a significant area of concern. If high-performing teachers feel overwhelmed by the technical process of demonstrating their classroom effectiveness through thorough documentation, they might delay applying for reclassification, which can lead to career stagnation despite their strong performance metrics (Puno & Santos, 2026). Therefore, these findings suggest that the proposed Action Plan should specifically address this gap. The intervention should go beyond general informational seminars and focus on hands-on, school-level evidence-mapping workshops, direct action research mentorship, and simplified portfolio checklists. This approach ensures that teachers can confidently translate their daily successes into meaningful advancements in their ECP careers.

Administrative and Supervisory Support

The careful identification and inclusion of specific administrative and supervisory support variables, such as the orientation and sharing of ECP policies, coaching and mentoring support, technical assistance and feedback systems, and access to resources and development opportunities, is crucial. Institutional policy change cannot succeed without strong backing from school leadership. A teacher's awareness and sense of preparedness influence their readiness to engage with Executive Order No. 174. However, the supervisory environment determines whether these transitions happen smoothly or get stuck in bureaucratic delays. Under the ECP system, teachers must change their career planning, portfolio building, and evidence-mapping behaviors significantly. Without guidance from division and school leaders, these changes can lead to anxiety and confusion.

Focusing on the orientation and sharing of ECP policies lets us assess how well school leaders and supervisors have turned complex civil service mandates into clear, actionable steps for teachers. At the same time, looking at coaching and mentoring support, as well as technical assistance and feedback systems, offers insight into the quality of ongoing guidance. This helps us understand if master teachers and principals are effectively supporting teachers in aligning their daily classroom practices and action research with the career stages of the PPST. Lastly, examining the provision of resources and professional development opportunities helps evaluate the commitment of DepEd administration to fund, supply, and facilitate the specific training needed for reclassification. By mapping administrative support in these areas, the study can identify where leadership helps boost teacher mobility and where gaps leave transitioning educators feeling isolated. This information is vital for creating a focused, supportive Action Plan.

Orientation and Dissemination of ECP Policies

Subjecting the specific sub-variable of Orientation and Dissemination of ECP Policies to empirical scrutiny is important because initial sharing of administrative information lays the groundwork for successful institutional reform. When complex, top-down changes in civil service, like Executive Order No. 174, are introduced, frontline staff depend on the clarity and consistency of local communication channels to make career choices.

Measuring this sub-variable allows the study to assess how well school leaders and division supervisors convey national policies into clear, accessible information on the ground. By analyzing these data, the study can find out if the DepEd administration has built an open and active communication network or if an informational gap remains, which could leave teachers confused about new institutional paths. The empirical data on respondents' views of administrative communication are systematically shown in Table 11. This table includes three different indicators that measure how formal school-level orientations are carried out, how regularly updated DepEd memorandums are distributed, and how clearly information about separate qualification standards for Classroom Teaching and School Administration is provided.

Table 11

Orientation and Dissemination of ECP Policies

S/N	Indicators		SD	VD
1	Conduct of formal school-level orientations regarding the specific provisions of Executive Order No. 174.	3.82	0.99	High Support
2	Regular dissemination of updated Department of Education (DepEd) orders and memorandums concerning the new career tracks.	3.98	0.83	High Support
3	Provision of clear information regarding the distinct qualification standards for the Classroom Teaching and School Administration lines.	3.88	0.9	High Support
	Overall	3.89	0.91	High Support

The results indicate that teachers notice a consistent and reliable effort from school administration to share policy information. The overall mean score for this sub-variable is 3.89 (SD = 0.91), which is classified as High Support. Among the three indicators assessed, Indicator 2, which evaluates the regular sharing of updated DepEd orders and memorandums related to new career tracks, received the highest score with a weighted mean of 3.98 (SD = 0.83, High Support). This is closely followed by Indicator 3, which looks at the clarity of information regarding the specific qualification standards for both lines, yielding a weighted mean of 3.88 (SD = 0.90, High Support).

On the other hand, Indicator 1, which tracks the actual implementation of formal school-level orientations about the specific provisions of Executive Order No. 174, received the lowest score with a weighted mean of 3.82 and the widest standard deviation in the dataset (SD = 0.99, High Support). While all three indicators fall within the positive High Support category, the lower mean and wider variation for Indicator 1 suggest

that although the distribution of written documents is consistent, the availability of active, interactive orientations varies among schools.

The overall composite rating of 3.89 indicates that school heads and division supervisors have taken successful steps to create an effective communication network for the ECP system. The high score for memorandum distribution of 3.98 suggests that DepEd's traditional administrative channels effectively push official updates to the school level. This strong foundation for information sharing is crucial for reducing policy resistance. When teachers receive timely written updates, it clears up basic structural uncertainty and helps them see that career progression is moving toward a more predictable, merit-based model (Abante, 2024; Belialba, 2023). However, the slight drop in scores and wider variance related to active, formal orientations ($\bar{x}$ = 3.82, SD = 0.99) reveal a common issue in field-level execution.

This trend suggests that while school leaders are effective at sharing written policies, they sometimes struggle to provide the interactive spaces necessary for discussing those policies. Research on educational policy execution shows that when complex, portfolio-driven changes occur in civil service, merely distributing documents is rarely sufficient. Without interactive, formal orientations, teachers often find it difficult to understand how general qualification rules apply to their individual career portfolios (Dalisay & Galang, 2025). The wider standard deviation (SD = 0.99) indicates that this instructional communication is inconsistent across schools, leaving some teachers to interpret complex PPST alignment rules without direct, face-to-face guidance from their leaders. This gap in information can lead teachers to postpone compiling their portfolios due to a lingering fear of making procedural errors (Nadal, 2024; Sombong & Maraon, 2022). Therefore, these findings highlight that the proposed Action Plan should go beyond written updates and focus on delivering interactive, school-based workshops to ensure that every teacher receives consistent, practical guidance for their career transition.

Coaching and Mentoring Support

Subjecting the specific sub-variable of Coaching and Mentoring Support to empirical scrutiny is important because it evaluates the quality of local interpersonal guidance offered to educators as they deal with complex changes in their institutions. Under the ECP framework, promotion shifts from automatic tenure rules to a system based on a portfolio linked directly to the career stages of the PPST. This change means that teachers cannot rely solely on independent study; they need active guidance from school leaders and master teachers to effectively identify their skills. Examining this variable helps the study determine whether DepEd leadership has built a reliable advisory network to reduce professional confusion, or if educators are left isolated, which can result in portfolio rejection and slowed career advancement.

The empirical data about teachers' views on local leadership guidance are clearly shown in Table 12. This statistical table tracks three behavioral indicators that focus on the availability of individual career path sessions, the ongoing use of peer-led mentoring networks, and the support provided to encourage seeking higher career levels.

Table 12

Coaching and Mentoring Support

S/N	Indicators		SD	VD
1	Availability of one-on-one career pathing sessions with the School Head or Master Teachers to identify professional goals.	3.79	0.98	High Support
2	Implementation of a structured mentoring system where experienced faculty guide peers through the reclassification process.	3.8	0.96	High Support
3	Provision of motivational support and professional advice to encourage teachers to pursue higher career ranks.	3.89	0.84	High Support
	Overall	3.83	0.93	High Support

Findings reveal that respondents see a strong, positive presence from their school leadership. However, structured professional interventions scored slightly lower than general motivational support. The sub-variable achieved a solid overall composite mean of 3.83 (SD = 0.93), which is described as High Support. Among the three parameters assessed, Indicator 3, which measures the provision of motivational support and professional advice to help teachers pursue higher career ranks, received the highest score with a weighted mean of 3.89 (SD = 0.84, High Support). This is closely followed by Indicator 2, which evaluates a structured mentoring system where experienced faculty guide peers through the reclassification process, generating a mean of 3.80 (SD = 0.96, High Support).

In contrast, the lowest score appeared in Indicator 1, which measures the availability of one-on-one career pathing sessions with the School Head or Master Teachers to identify professional goals. Indicator 1 produced a weighted mean of 3.79 and the widest spread of responses in this sub-scale (SD = 0.98, High Support). While all metrics remain clearly within the positive range of High Support, the lower mean and higher standard deviation for one-on-one sessions suggest that, while administrative encouragement is consistent, respondents' access to scheduled, individualized career counseling varies. The high composite mean ($\bar{x}$ = 3.83, High Support) shows that school heads and master teachers have generally created a positive, supportive environment for educators transitioning under the ECP framework. The high score for verbal motivation ($\bar{x}$ = 3.89) indicates that campus leaders are effectively encouraging professional growth. This support helps reduce initial policy anxiety and fosters a culture of advancement within DepEd schools (Borgonia & Alcantara, 2024). However, the decreasing scores and wider standard deviations surrounding individualized career pathing ($\bar{x}$ = 3.79, SD = 0.98) reveal a significant operational issue in field execution.

This variation suggests that while school leaders excel at providing general encouragement, they often don't have the structured time or training needed for personalized, step-by-step career counseling. Literature suggests that as educational divisions shift to more complex, portfolio-based promotions, broad motivation must be supported by formal, individualized guidance. Without regular one-on-one audits from master teachers, educators often struggle to organize their portfolios correctly, making them vulnerable to technical rejections during division-level screenings (Dimzon, 2025; Flores & Macayana, 2023). The wider standard deviation (SD = 0.98) reflects variation in respondents' ratings; the data do not identify whether those differences correspond to school size or staffing. This gap can slow the transition process, as teachers might delay their promotion applications due to ongoing uncertainty about specific documentation requirements (Sarmiento & Villa, 2024). Therefore, these findings indicate that the proposed Action Plan should go beyond general encouragement and focus on implementing mandatory, scheduled career-pathing sessions and localized portfolio checklists to ensure that every transitioning teacher has equal access to practical guidance.

Technical Assistance

Subjecting the specific sub-variable of Technical Assistance to empirical examination is important. It goes beyond general administrative communication to assess the practical support given to educators during critical reclassifications. Under the ECP framework, moving up in rank relies heavily on an objective, output-based review. Teachers must gather, confirm, and submit detailed evidence that directly relates to PPST career stages.

This process places the administrative burden on individual teachers. Therefore, direct technical help from school leaders and division personnel is essential to reduce compliance errors. Investigating this sub-variable lets the study determine if DepEd leadership is effectively offering targeted support to simplify documentation management. Alternatively, it may show that teachers are left to navigate the digital and systemic challenges of portfolio creation without sufficient assistance. The empirical data about teachers' views on active operational support are organized in Table 13. This statistical table examines three main behavioral indicators. These focus on the organization of physical Means of Verification (MOVs), the development and management of electronic portfolios (e-Portfolios), and the accessibility of pre-submission document validation services.

Table 13

Technical Assistance

S/N	Indicators		SD	VD
1	Provision of hands-on workshops specifically focused on the systematic organization of Means of Verification (MOVs).	3.92	0.82	High Support
2	Guidance in the development and management of electronic portfolios (e-Portfolios) to meet digital documentation standards.	3.73	0.92	High Support
3	Availability of administrative assistance in verifying the authenticity and completeness of documents prior to submission.	3.91	0.74	High Support
	Overall	3.85	0.82	High Support

Data show that while public school teachers receive strong support for traditional verification and validation tasks, they face more challenges with digital documentation standards. The overall average score was 3.85 (SD = 0.82), indicating a clear level of High Support. Among the three parameters evaluated, Indicator 1, which measures hands-on workshops focused on organizing MOVs, received the highest rating with a weighted mean of 3.92 (SD = 0.82, High Support). This was closely followed by Indicator 3, which assesses the availability of administrative help in checking the authenticity and completeness of documents before submission, yielding a mean of 3.91 (SD = 0.74, High Support). In contrast, Indicator 2, which tracks guidance in developing and managing electronic portfolios (e-Portfolios) to meet digital documentation standards, had the lowest score. Indicator 2 had a lower mean of 3.73, with the widest range of responses across this area (SD = 0.92, High Support). Although all three indicators fall within the High Support category, the decline in scores and greater variance for Indicator 2 suggests that, while traditional, paper-based verification and workshops are reliable, assistance with digital storage and e-Portfolio formatting received a comparatively lower rating from respondents.

The overall mean score ($\bar{x}$ = 3.85, High Support) shows that school administrators have built active support networks to help teachers with their promotions. The high scores for MOV organization workshops ($\bar{x}$ = 3.92) and pre-submission reviews ($\bar{x}$ = 3.91) suggest that DepEd campuses have created reliable systems that effectively reduce teacher errors during paperwork preparation. This type of hands-on help is crucial for maintaining morale during changes; when teachers know their supervisors will check their documents for compliance before a formal review, it greatly eases administrative stress and fosters trust in the fairness of the merit system (Alicasan & Romero, 2024; Bersamin, 2023). However, the drop in statistics and wider variation seen in e-Portfolio management assistance ($\bar{x}$ = 3.73, SD = 0.92) highlight a growing challenge with technology.

This trend indicates that while school leaders are good at checking traditional paper requirements, their ability to provide technical guidance falters when it comes to digital tools and cloud systems. Research on transitions to educational technology notes that moving from physical folders to electronic portfolios can leave mid-career and senior teachers at risk for "digital fatigue." This happens when a lack of standardized file-sharing practices and technical support leads to delays in uploads and portfolio design (Gillego & Tizon, 2025; Magpantay, 2023). The variation (SD = 0.92) indicates that respondents differed in their ratings; the study does not identify whether those differences correspond to school location. Some teachers find themselves depending on trial-and-error or private tech help to format their submission links. This gap can create a barrier that holds back skilled classroom teachers who just do not have digital document management skills (Samonte & Viduya, 2024). Therefore, these findings show that the proposed Action Plan needs to tackle this digital divide. Instead of broad policy outlines, the intervention should provide structured e-Portfolio templates for the participating settings, cloud-storage instructions, and hands-on digital curation clinics to ensure all teachers can easily digitize their teaching achievements for ECP review.

Mentoring and Feedback Mechanism

Studying the specific aspect of Mentoring and Feedback Mechanism is important. It looks at the quality of

ongoing assessment provided to teachers during their career transitions. In the performance-driven structure of the ECP, career advancement heavily depends on gathering a wide collection of professional evidence that connects directly with the PPST. Since teachers often deal with stress from documentation, having regular and structured feedback from school leaders changes their promotion process from a stressful guessing game to a predictable and manageable one. Examining this aspect helps determine if DepEd administrators are effectively providing the necessary tracking and constructive feedback to address gaps in professional development or if teachers are left without enough guidance, which can lead to portfolio problems and career delays.

The findings on teachers' views of continuous formative supervision are organized in Table 14. This table presents three different behavioral indicators that look at how institutions use progress trackers, provide feedback on teacher portfolios, and hold collaborative "check-in" review meetings.

Table 14

Mentoring and Feedback Mechanism

S/N	Indicators		SD	VD
1	Utilization of individual progress trackers to monitor the teacher’s status in fulfilling the requirements of the ECP system.	3.85	0.88	High Support
2	Provision of regular, constructive feedback regarding gaps or areas for improvement in the teacher’s professional portfolio.	3.74	0.93	High Support
3	Conduct of periodic reviews or "check-in" meetings to evaluate the effectiveness of the teacher's current development plan.	3.76	1.07	High Support
	Overall	3.78	0.96	High Support

Data indicate that while teachers feel supported by standardized monitoring tools, they encounter more inconsistency during interactive feedback and in-person evaluations. The overall mean score for this area was 3.78 (SD = 0.96), which reflects a description of High Support. Among the three evaluated parameters, Indicator 1, measuring the use of individual progress trackers to monitor the teacher’s status in meeting ECP system requirements, received the highest rating with a weighted mean of 3.85 (SD = 0.88, High Support). This was followed by Indicator 3, which assesses periodic reviews or "check-in" meetings to evaluate the effectiveness of the teacher's current development plan, generating a mean of 3.76. However, Indicator 3 also had the widest range of opinions in the dataset, with a standard deviation of 1.07. In contrast, Indicator 2, which tracks the provision of regular, constructive feedback on gaps or areas for improvement in the teacher's professional portfolio, scored the lowest with a weighted mean of 3.74 (SD = 0.93, High Support). While all three metrics fall within the positive range of High Support, the lower score for feedback on portfolios and the high variance for check-in meetings suggest that although formal tracking tools are widely used, personalized coaching varies significantly across school campuses.

The overall composite score ($\bar{x}$ = 3.78, High Support) shows that school administrators have created a generally supportive environment for monitoring teacher growth. The strong performance of individual progress trackers ($\bar{x}$ = 3.85) indicates that DepEd school heads are effectively using standardized administrative tools to clearly define where educators stand regarding promotion requirements. Such structured tracking is crucial for modern educational management. When teachers have access to objective metrics, it helps them break larger PPST goals into clear, manageable targets (Abisado & Mendoza, 2024). However, the lower ranking for portfolio feedback ($\bar{x}$ = 3.74) along with the high standard deviation in check-in meetings (SD = 1.07) reveals a significant disconnect in school-level supervision.

This high variance indicates that while tracking tools inform teachers about missing requirements, actual face-to-face guidance on addressing those gaps is quite inconsistent. A standard deviation greater than 1.00 shows that many teachers face a "feedback gap," where their development plans are seldom reviewed in detail due to their principal's heavy administrative workload (Cariño, 2025). Research on performance management warns that without regular, constructive feedback sessions, teachers often compile incorrect

portfolio items, leading to unexpected rejections by division screening committees (Geraldez & Tolentino, 2023). This breakdown in communication can leave teachers feeling isolated and can delay their ECP track reclassification due to ongoing confusion over technical compliance rules (Manalo, 2024; Valenzuela, 2022). Thus, these findings highlight that the proposed Action Plan must go beyond simple checklists. The intervention should focus on establishing mandatory, scheduled monthly portfolio check-ins and providing standardized feedback rubrics to ensure all transitioning teachers get the specific guidance they need to advance their careers.

Provision of Resources and Professional Development Opportunities

It is crucial to examine the specific sub-variable of Provision of Resources and Professional Development Opportunities. This area measures the actual support that school systems provide to help implement long-term policy changes. According to the ECP framework, advancing in career tracks requires teachers to meet strict performance goals, complete graduate studies or certified training courses, and earn Continuing Professional Development (CPD) credits that align with PPST standards. This indicates that personal motivation alone isn't enough for success. Progress relies on having access to digital tools, funded training spaces, and the official time needed to organize portfolios. Analyzing this variable helps determine whether DepEd management's high policy expectations match the real funding available or if teachers face resource challenges that hinder their promotions.

Table 15 provides detailed empirical data about teachers' access to material and operational support. This statistical table tracks three indicators that evaluate how schools facilitate accredited CPD seminars and graduate study options, the distribution of school-based technological tools for portfolio creation, and the provision of dedicated "technical days" for finishing paperwork.

Table 15

Provision of Resources and Professional Development Opportunities

S/N	Indicators		SD	VD
1	Facilitation of access to accredited seminars, webinars, and graduate studies that provide required CPD units.	3.8	1.03	High Support
2	Allocation of school-based resources, such as high-speed internet, scanners, and computers, for documentary preparation.	3.86	1.02	High Support
3	Provision of dedicated time or "technical days" for teachers to focus exclusively on their career progression requirements.	3.77	1.15	High Support
	Overall	3.81	1.03	High Support

Findings reveal that while public school teachers feel well-supported by shared equipment on campus, their scores drop when it comes to obtaining dedicated time off for administrative work. This sub-variable received a positive overall mean of 3.81, with a standard deviation of 1.03, which reflects High Support. Among the three areas assessed, Indicator 2, which looks at the allocation of school resources like high-speed internet, scanners, and computers for document preparation, received the highest rating with a weighted mean of 3.86 (SD = 1.02, High Support). This was followed by Indicator 1, which assesses access to accredited seminars, webinars, and graduate programs that provide necessary CPD units, generating a mean of 3.80 (SD = 1.03, High Support).

In contrast, the lowest score in the table was noted in Indicator 3, which tracks the provision of dedicated time or "technical days" for teachers to focus solely on their career progression needs. Indicator 3 resulted in a lower weighted mean of 3.77 and had the widest range of responses in this area (SD = 1.15, High Support). Importantly, the standard deviations for all three indicators exceed the 1.00 mark. This variation indicates that respondents' experiences with resource sharing and technical time off differed, although the study does not compare schools.

The overall mean ($\bar{x}$ = 3.81, High Support) suggests that school administrators are making a strong effort to provide the necessary infrastructure for teacher advancement. The high score for resource allocation ($\bar{x}$ = 3.86) shows that campus leaders are successfully setting up hardware hubs and equipping labs with computers, scanners, and internet connections to aid teachers with their portfolio tasks. This access to technology is essential for cutting costs; when teachers can scan and format their documents directly on campus, it eliminates out-of-pocket expenses and speeds up the shift to modern digital tracking systems (Agno & Salvatierra, 2024). However, the lower score for dedicated "technical days" ($\bar{x}$ = 3.77) along with the high standard deviations across all metrics (SD ≥ 1.02) points to a structural resource issue in the field.

This pattern reveals a clear operational conflict: school leaders can easily share their physical office equipment but struggle to provide teachers with dedicated time off due to busy daily teaching schedules. The standard deviations indicate variation among respondents. The study did not collect school-level data to determine whether the reported differences reflect staffing or site conditions. Research in educational management shows that when teachers have to manage complex portfolio work alongside full-time teaching, they experience significant workload stress, often causing them to delay their ECP advancement applications indefinitely (Estacio & Macalinao, 2023). This issue worsens if access to accredited CPD programs depends on costly private providers, which may affect access to CPD programs (Gepila, 2024; Lontoc & Marasigan, 2022). Therefore, these findings highlight that the proposed Action Plan needs to address more than just hardware access. The intervention should consider technical days in the participating settings and fully funded, school-based CPD training groups to ensure that all transitioning educators have the time and support needed to advance.

Evaluating the combined aspects of administrative and supervisory support at a macro level is important for assessing the ability of school leadership to sustain the ECP system. While individual teacher readiness shows personal skill, the larger supervisory environment determines whether career transitions succeed or face operational issues. By looking at the unified sub-scales, including Orientation and Dissemination of ECP Policies, Coaching and Mentoring Support, Technical Assistance, Monitoring and Feedback Mechanisms, and Provision of Resources and Professional Development, this summary focuses on whether DepEd administrators provide balanced support. This broad perspective is crucial for spotting hidden structural issues, such as whether effective policy information sharing is affected by insufficient ongoing feedback or local resource distribution. In the end, examining this combined data helps the study assess how well leadership structures handle transition challenges. It provides the necessary evidence to shape the interventions in the proposed Action Plan.

The summarized findings indicate that public school teachers feel a strong and generally positive level of support across all areas evaluated. However, scores slightly decrease when moving from passive policy sharing to continuous, interactive feedback. The surveyed DepEd educators reported an overall composite mean of 3.83 with a standard deviation of 0.93, which signifies High Support.

Among the five main areas, Sub-Scale 1, which measures the Orientation and Dissemination of ECP Policies, received the highest score with a composite mean of 3.89 (SD = 0.91, High Support). This was closely followed by Sub-Scale 3, which assesses Technical Assistance and recorded a mean of 3.85 (SD = 0.82, High Support). Sub-Scale 2, which focuses on Coaching and Mentoring Support, generated a mean of 3.83 (SD = 0.93, High Support).

On the other hand, lower scores appeared in Sub-Scale 5, Provision of Resource & Professional Development, which had a mean of 3.81, and Sub-Scale 4, Monitoring and Feedback Mechanisms, which had the lowest composite mean of 3.78. It is noteworthy that Sub-Scale 5 showed the highest variation in the summary data with a standard deviation of 1.03, while Sub-Scale 4 had a more tightly clustered response with a standard deviation of 0.76. This variation indicates that while monitoring protocols are consistently applied in schools, the actual distribution of materials and resources varies significantly from one campus to another.

The overall mean ($\bar{x}$ = 3.83, High Support) indicates that respondents perceived support for navigating the ECP framework. However, the differences among the sub-scales reveal a common situation in public

education: traditional top-down actions like policy dissemination ($\bar{x}$ = 3.89) and document validation workshops ($\bar{x}$ = 3.85) are easier to standardize and carry out than continuous, resource-dependent supervisory practices such as individualized feedback ($\bar{x}$ = 3.78) and resource distribution ($\bar{x}$ = 3.81). This trend indicates that while campus leaders are effective at informing teachers about PPST guidelines and managing paperwork, their ability to provide ongoing qualitative reviews suffers due to heavy instructional and administrative workloads (Geronimo & Pascual, 2026; Legaspi, 2024).

The high standard deviation in resource provision (SD = 1.03) indicates variation in respondents' ratings; this study does not determine whether the variation is associated with school size or location. Research on educational leadership shows that when civil service promotions focus on intense, portfolio-driven models, the imbalance between high procedural expectations and variable institutional resources can lead to widespread documentation fatigue. This sometimes causes excellent classroom teachers to postpone applying for reclassification out of frustration (De Vega & Maraña, 2025). Moreover, when formal tracking tools are used without sufficient face-to-face feedback, educators often find it challenging to correct compliance errors, risking portfolio rejection in higher division evaluations (Tolentino & Castaneda, 2024). Therefore, these findings indicate that the proposed Action Plan must address these specific structural gaps. Instead of relying on broad information campaigns, the intervention should consider technical release days for participating settings, provide uniform e-Portfolio templates, and establish monthly feedback schedules. This approach will ensure that administrative support effectively contributes to teachers' career advancement.

Challenges in Transitioning to the ECP

Identifying and including the specific obstacles and systemic issues that teachers face during their transition is crucial for this study. Understanding teachers' awareness, preparedness, and perceived support from administration establishes a necessary baseline. However, assessing these institutional factors is incomplete without exploring the actual challenges that occur in practice. A thorough analysis of policy implementation requires looking at how a mandate is delivered and how it might be resisted, negotiated, or impacted by practical limitations. In the context of the DepEd ecosystem, moving to a strict, portfolio-based merit system like the ECP introduces various issues. These include managing digital documentation, lacking resources, high workload stress, and unclear procedures.

Findings regarding the structural and operational difficulties faced by the respondents are systematically detailed in Table 16. It contains ten detailed indicators that measure a wide range of difficulties, including workload increases, resource shortages, credential-acquisition issues, and systemic competition under the updated guidelines.

Table 16

Challenges encountered by the Teachers in Transitioning to the ECP

S/N	Indicators		SD	VD
1	I find difficulties in acquiring the required additional training or educational qualifications specified in the ECPS.	3.52	0.88	Often Encountered
2	The potential increase in workload due to additional requirements under the ECPS poses challenges for me.	3.7	0.94	Often Encountered
3	There are limited opportunities for professional development or training relevant to the qualification standards outlined in the ECPS.	3.58	0.99	Often Encountered
4	Concerns about the equitable implementation of the ECPS across different schools or regions exist.	3.64	0.83	Often Encountered
5	I face challenges in balancing the demands of meeting the qualification standards with other teaching responsibilities	3.68	0.93	Often Encountered
6	The availability of resources, such as finding or access to	3.53	0.98	Often Encountered

	training programs, hinders my ability to fulfill the requirements of the ECPS.			
7	The lack of clarity or communication regarding the specific criteria for career advancement under the ECPS is problematic.	3.59	0.91	Often Encountered
8	Potential bureaucratic hurdles or delays in the processing of documents or certifications required by the ECPS exist.	3.39	0.97	Sometimes Encountered
9	The ECPS has led to increased competition among teachers for limited opportunities for career advancement.	3.41	1.16	Often Encountered
10	Concerns about the adequacy of support systems or mechanisms for teachers transitioning to the requirements of the ECPS are prevalent.	3.53	0.9	Often Encountered
	Overall	3.56	0.95	Often Encountered

Legend: 4.20-5.00 Always Encountered; 3.40-4.19 Often Encountered; 2.60-3.39 Sometimes Encountered; 1.80-2.59 Rarely Encountered; 1.00-1.79 Never Encountered

Findings demonstrate that transitioning educators encounter persistent, real-world difficulties across nearly all evaluated indicators. The entire challenges variable recorded a high overall composite mean of (), which corresponds to a verbal description of Often Encountered. Out of the ten parameters measured, Indicator 2, which tracks the potential increase in workload due to additional requirements under the ECP, achieved the highest statistical rating with a weighted mean of (, Often Encountered). This is followed closely by Indicator 5, evaluating the difficulty of balancing qualification standards with other teaching responsibilities, which produced a mean of (, Often Encountered), and Indicator 4, regarding concerns over equitable implementation across different schools or regions, yielding a mean of (, Often Encountered).

In contrast, the lowest statistical mark in the table was recorded in Indicator 8, which tracks potential bureaucratic hurdles or delays in the processing of documents and certifications. Indicator 8 produced a weighted mean of , making it the only metric to fall within the lower verbal classification of Sometimes Encountered (). Additionally, Indicator 9, which evaluates increased competition among teachers for limited career slots, generated a mean of (Often Encountered) but carried the widest spread of responses in the entire dataset (). This wide standard deviation indicates variation in respondents' ratings of professional competition. The study does not identify whether this variation is associated with school size or staffing.

The high composite mean (, Often Encountered) proves that while teachers maintain high policy awareness, they face a heavy operational burden when executing these transitions in the field. The high scores for workload increases () and daily task imbalance () reveal a major systemic strain: teachers are struggling to handle the extensive portfolio compilation required by the PPST while maintaining their daily teaching routines. When intensive documentation requirements are added to full classroom schedules without dedicated administrative release time, it causes severe "documentation fatigue," leading many excellent educators to delay their promotions out of sheer exhaustion (Basco, 2024; Dagohoy & Mencias, 2023). The respondents also reported challenges related to access to resources. The present sample does not establish how these concerns vary by school location or geographic area.

The lower score for processing delays (, Sometimes Encountered) suggests that DepEd's actual division-level processing routines are relatively stable once paperwork is formally submitted. However, the wide variance and high score for professional competition (,) expose an underlying structural anxiety regarding promotional equity.

The reported concern about competition for advancement opportunities should be interpreted as a perception among respondents; the study does not identify school-level staffing or item-allocation conditions. These operational hurdles show that simply telling teachers about the ECP is not enough; the proposed Action Plan must actively address these workload issues by establishing automated portfolio templates, local resource-sharing arrangements, and scheduled school-level "technical days" to ensure every teacher has a fair chance to advance.

Relationship Between Awareness and Preparedness

The inclusion of a formal test to evaluate the relationship between teachers' awareness and their preparedness is a key part of this study. While descriptive statistics, such as weighted means and standard deviations, show us the current levels of policy understanding and readiness, they do not explain how these variables influence each other.

In educational policy implementation, it is often assumed that simply informing public servants about new regulations will automatically enable them to execute them. By rigorously testing these two variables, this study goes beyond assumptions to see if a teacher's understanding of ECP directives directly affects their readiness to implement PPST benchmarks in practice.

Table 17

Correlative Inference Between the Teacher's Level of Awareness and Their Level of Preparedness

Variables under correlative inference	Comp. rho	Strength of correlation	p-value	Decision	Results
Teacher's Level of Awareness and their Level of Preparedness	0.818	Very Strong	0	Reject H_o	With significant correlation

*Significant at $p<0.05$ (two-tailed); degree of freedom, DF=64

As shown in Table 17, the results indicate a strong and significant positive relationship between the respondents' awareness of policies and their level of preparation. The statistical test produced a high composite rho value of 0.818. This is classified as a very strong correlation. Importantly, the test resulted in a p-value of 0.000, which is well below the standard significance level (0.05) set for the two-tailed test with 64 degrees of freedom (DF = 64). Since the empirical probability is lower than the alpha threshold, we reject the null hypothesis.

Thus, the findings confirm a significant correlation between the two main variables. This strong positive relationship suggests that greater awareness of career paths consistently corresponds to higher levels of readiness. Familiarity with documentation standards is a good indicator of portfolio preparation.

The rejection of the null hypothesis and the finding of a very strong relationship (0.818, $p < 0.05$) show that a teacher's understanding of policy mandates is essential for structural readiness. This result indicates that when DepEd educators have clear knowledge of promotion tracks, they are much better prepared to take practical steps toward building their teaching portfolios. In educational policy management, a strong cognitive-behavioral link is evident since clarity about institutional expectations reduces confusion. This allows teachers to connect their daily classroom activities, school leadership initiatives, and professional development directly with required standards (Alvarez & Cabanlit, 2024; Belderol, 2025). When individuals know the specific criteria for evaluating their performance, their anxiety decreases. They are more likely to engage in professional learning circles and seek feedback (Dungog, 2023). However, high policy awareness must be maintained continually. If an organization updates its criteria without thorough orientation, the connection between policy intent and field execution falters. This can lead to documentation errors and delays in promotions (Estrellado & Macapagal, 2024).

This statistical finding has important implications for the field. It reinforces that sharing information is essential for institutional progress, not just an optional task. Research on civil service career changes states that thorough policy updates should happen before any expectations of technical execution. Informed professionals typically organize their development portfolios to comply with established guidelines (Perez & Siguenza, 2024; Villahermosa, 2023). This strong relationship underscores why information dissemination received high ratings from respondents. It also highlights that any drop in the quality of orientation could seriously impede field-level execution. Therefore, these findings suggest that the proposed Action Plan should continue to leverage this cognitive relationship. The planned interventions should merge information sharing with technical execution by introducing automated e-Portfolio templates and interactive digital

toolkits during initial policy briefings. This ensures that strong policy knowledge translates quickly into effective career advancement.

SUMMARY OF FINDINGS

This chapter provides the summary of findings, conclusions and recommendations obtained from the data gathered.

Summary

This study evaluated how public school teachers transitioned to the ECP system under Executive Order No. 174 in DepEd. The investigation examined the respondents' demographic profiles, their levels of policy awareness and institutional readiness, the amount of support from school leadership, and the challenges faced during implementation. The study also tested the relationship between teachers' awareness levels and their readiness to meet the career stage requirements of the PPST.

Using a quantitative descriptive-correlational design, data were collected from a group of public school educators with a validated Likert-scale survey. The descriptive data were analyzed using weighted means and standard deviations. The inferential relationship was assessed using the non-parametric Spearman rank correlation coefficient, evaluated at a significance level of 0.05. The resulting baseline data provide the foundation for a strategic Action Plan to improve teacher mobility and address administrative challenges.

Findings

The baseline data processed in the initial phase of the study maps the demographic and professional profiles of the respondents across the first five tables. This provides the essential human context behind the shift to the modern ECP framework.

The respondent profile includes teachers at different career stages. The survey also shows a female majority among the respondents. This emphasizes the need to ensure that career transition tracking and portfolio responsibilities do not worsen workload issues or disrupt the work-life balance for a largely female workforce managing both professional and domestic roles.

The academic profile shows that the majority of teachers have completed substantial graduate-level coursework or have earned Master's or Doctorate degrees. This high educational level confirms that respondents have strong cognitive abilities. Any issues they face in the field are not due to a lack of academic skill but rather to local administrative challenges.

The data indicate that all respondents are licensed professional teachers. However, many remain in standard classroom roles (such as Teacher I to III). This highlights an institutional promotion bottleneck where well-qualified, long-serving faculty have been limited by a shortage of available higher-tier positions. Successfully implementing the ECP system is crucial to creating needed upward mobility.

The experience metrics show that the respondent group is experienced, with many educators having over a decade of continuous service in public schools. This extensive institutional experience has its pros and cons. While it ensures strong classroom teaching and solid pedagogical foundations, it also means these transitioning teachers are used to traditional paper compliance. The sudden change to modern e-Portfolios and strict PPST evidence verification requires a significant operational adjustment.

The data collected throughout the study reveals important trends in how public school educators view career transitions under the ECP framework. When looking at teachers' preparedness for the ECP system, the overall rating correlates with a verbal description of Prepared. However, a deeper look into the sub-scales shows that while respondents feel most prepared about their general understanding of ECP requirements, their confidence drops significantly regarding the practical demonstration of proficiency and competency. This gap is especially noticeable in their perceived ability to take on complex professional roles.

Specifically, their capability to lead school-based committees, research initiatives, or innovation projects under the ECP framework received the lowest agreement on their preparedness.

Regarding institutional support, the surveyed educators reported an overall composite rating indicating High Support among respondents. Respondents rated orientation and dissemination of ECP policies highly, consistent with their reported receipt of policy memoranda and orders. However, support starts to decline during ongoing, hands-on supervision. The lowest evaluation was for the Monitoring and Feedback Mechanisms sub-scale, which still fell under High Support. This is largely due to a lack of regular, qualitative feedback on gaps in professional portfolios. Additionally, a notable issue arose in Technical Assistance: while educators agreed strongly on traditional, paper-based workshops for organizing physical folders, the guidance on managing digital electronic portfolios (e-Portfolios) received much lower ratings.

These professional and technical support challenges explain why the overall rating for the challenges variable indicates that operational hurdles are often encountered by transitioning staff. The main stress identified by teachers is the increased workload due to new ECP requirements, which impacts their ability to balance qualification standards with everyday classroom duties. Respondents also often reported concerns about equitable implementation across schools or regions; these are reported perceptions, and the study did not compare schools or regions. In contrast, administrative processing tasks were less problematic, with bureaucratic delays in final documentation and certification handling rated as the lowest challenge, fitting within the lower verbal classification of Sometimes Encountered.

Lastly, the analysis shows a strong link between a teacher's policy knowledge and their practical execution abilities. The correlation test measuring the relationship between a teacher's awareness and their preparedness yielded a very strong positive correlation between these two key research variables. Since the test produced a probability value well below the set significance threshold, the null hypothesis was rejected. This result confirms that higher levels of cognitive policy awareness significantly correlate with and drive a teacher's readiness to navigate modern career paths.

CONCLUSION

The findings of this study reveal a clear disconnect between a teacher's theoretical knowledge of policies and their practical execution in the ECP framework. While DepEd's traditional top-down communication methods efficiently share official written mandates and distributed memorandums, this passive awareness does not automatically build operational skills. Teachers have a solid understanding of the broad administrative criteria and PPST milestones necessary for reclassification, but they struggle with the concrete tasks of the transition. These tasks include producing localized action research, leading school-wide innovation committees, and managing extensive promotion portfolios on their own.

This gap is made worse by a mismatch between the type of supervisory support available and the feedback that transitioning educators need. School heads and master teachers create a supportive environment and reliably track general milestones. However, due to their heavy workloads, campus administrators often cannot provide the regular, qualitative, face-to-face feedback sessions essential for identifying and correcting specific errors in portfolios. This supervisory gap is particularly important for the shift from traditional physical folders to electronic portfolio systems. Without standardized digital file-sharing protocols and local tech-curation guidelines, teachers frequently resort to trial and error to format their submissions, turning an administrative update into a significant technological hurdle for career advancement.

In conclusion, the study finds that the ECP system is being implemented in a high-pressure work environment, creating significant workload and time constraints for teachers. Requiring educators to manage complex portfolio building alongside their full-time teaching duties, without support like technical release days or automated templates, leads to deep documentation fatigue and operational stress.

This constant pressure often causes high-performing teachers to postpone their reclassification applications indefinitely out of exhaustion. Nevertheless, the testing confirmed by this research shows that policy literacy

remains the key foundation for readiness. It demonstrates that clear understanding is crucial for execution, indicating that any future division-level intervention will be more effective if it connects initial policy briefings with immediate, hands-on portfolio workshops and standardized resource support.

Study scope limitation. The findings describe 66 respondents represented in Table 1 under CTU (n = 38) and Manga Elementary School in Bohol (n = 28). Because the study does not identify the employing school and division for each respondent or establish coverage beyond these entries, the findings should not be generalized to all teachers in Bohol, Central Visayas, or the Visayas Region.

RECOMMENDATIONS

Based on the findings of the study, the action plan is hereby proposed.

Department of Education (DepEd) National and Regional Officials. It is recommended that DepEd national and regional officials strengthen the dissemination of ECP policy guidelines, clarify documentary and qualification requirements, and establish consistent monitoring and feedback mechanisms. They may also review recurring implementation concerns and develop responsive support measures to promote transparency, fairness, and equitable access to career advancement opportunities.

Relevant DepEd division administrators. It is recommended that the division or divisions employing the respondents consider ECP orientations, technical coaching, mentoring, and capacity-building activities responsive to the needs reported in this study. Resource allocation and technical assistance may also be considered for the participating schools, subject to confirmation of the respondents' employing divisions.

School Heads and District Supervisors. It is recommended that school heads and district supervisors conduct regular consultation, coaching, and mentoring sessions to guide teachers in understanding career-stage expectations and preparing the required documentary evidence. They should provide timely and constructive feedback, communicate relevant policy updates, and explore reasonable workload arrangements that allow teachers to fulfill their instructional responsibilities while preparing for career progression.

Public School Teachers. It is recommended that teachers actively participate in ECP orientations, professional learning activities, and mentoring programs. They should maintain organized records of their professional accomplishments, familiarize themselves with the applicable qualification and documentary requirements, and seek technical assistance when necessary. Teachers are also encouraged to communicate their concerns through appropriate channels and participate in professional development opportunities that strengthen their readiness for career advancement.

Researcher. It is recommended that the researcher use the findings as a basis for evidence-informed professional practice and school improvement initiatives. The researcher may also participate in relevant professional development activities, share the study's findings with appropriate education stakeholders, and contribute to initiatives that promote equitable and supportive career progression opportunities. Furthermore, the researcher may use the results to refine the proposed Project STRIDE-ECP and monitor its implementation and effectiveness, subject to institutional approval and available resources.

Future Researchers. It is recommended that future researchers expand the scope of similar studies to include teachers from other school divisions and regions. They may employ qualitative or mixed-methods research designs to explore teachers' experiences and concerns more comprehensively.

Longitudinal studies may also be conducted to examine changes in teachers' awareness, preparedness, career advancement, and professional performance over time. Future researchers may further investigate the effectiveness of interventions designed to address workload, documentation, mentoring, and technical assistance challenges associated with ECP implementation.

PROPOSED ACTION PLAN

Project STRIDE-ECP

Rationale

This study shows that while teachers maintain positive policy awareness and benefit from general

administrative encouragement, their career advancement is hindered by a lack of qualitative feedback, digital portfolio curation anxiety, and a severe shortage of dedicated administrative preparation time. To address these areas, Project STRIDE-ECP moves away from passive informational briefings and introduces a highly practical, localized support framework designed to reduce document management stress and support teachers represented in the study settings, subject to confirmation of their employing divisions.

Objectives

1. To enhance the institutional leadership and research capabilities of transitioning teachers by providing targeted mentorship and standardized templates for action research and school innovation initiatives.

2. To standardize the digital curation of career transition documents by designing, distributing, and training teachers on pre-formatted e-Portfolio resources for teachers in the participating settings, subject to approval by relevant DepEd offices.

3. To bridge the supervisory-feedback gap by institutionalizing monthly formative portfolio reviews and check-ins between school heads, master teachers, and transitioning educators.

4. To mitigate documentation fatigue and severe workload compression by allocating dedicated, school- or division-approved non-instructional release days specifically for career track preparation.

Implementation Scheme

Project STRIDE-ECP will be executed across three progressive phases within a single school year cycle, starting with institutional standardization, moving to field-level mentoring, and concluding with pre-screening quality checks.

Phase I (Preparation and Standardization) focuses on creating uniform Google Sites templates for digital portfolios, establishing school-based research circles, and seeking approval from relevant DepEd offices for non-instructional technical release days.

Phase II (Capacity Building and Mentoring) will roll out hands-on digital curation clinics and execute structured School-Based Learning Action Cell sessions where Master Teachers provide intensive guidance on action research design and committee leadership.

Phase III (Monitoring, Feedback, and Evaluation) institutionalizes monthly feedback schedules where school leaders use standard qualitative check-ins to evaluate individual portfolio completeness and address implementation challenges, ensuring that every teacher is fully prepared before any formal reclassification review.

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