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## TEACHERS' EXPERIENCES ON CAREER PROGRESSION PROGRAM: BASES FOR POLICY RECOMMENDATION

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### ABSTRACT

The descriptive - qualitative analyses of the teachers experiences in career progression program as bases for policy recommendation in Schools District of Alimodian I and II in the school year 2025-2026. The research method utilized in this study was qualitative method using in-depth interview and the research design was phenomenology.

The participants of the study were 10 purposely selected teachers. The data were acquired using semi-structured interviews. Findings revealed based on the result of the in-depth interview with the participants that the experiences of teachers on career progression program were challenging and rewarding experience, short notice and tiring, and opportunity for professional growth. It was found out that the challenges encountered by the teachers in career progression program were completion of documents needed, unclear promotion criteria, and short time frames. It was also found out that teachers' ways to cope with the challenges encountered in career progression program were done through properly managed documentation, time management, continues professional development, and collaboration and teamwork.

**Keywords:** *Teachers, Experiences, Career Progression Program, Policy Recommendation*

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## INTRODUCTION

One of the most important decisions that shape the life of an individual is the decision related to career choice. Yet, during this process, the developmental phases and changes in career progress tasks of the individual should be examined and expert assistance should be provided.

Republic Act (RA) No. 4670 or the "Magna Carta for Public School Teachers" recognizes that the advancement in education depends on the qualification and ability of the teaching staff and declares it, as State policy to promote and improve the social economic status of public-school teachers. Attract and retain in the teaching position more people with the proper qualifications. As stated in the DepEd Order No. 024, s. 2025, individuals might be more active in the creation of their careers, in the direction of their active lives, and in choosing the type of role that they have in their society (Fusco et al., 2021).

Joint Circular No. 2025-1 (DBM-DEPED: An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education. "Appropriating Funds Therefor and for Other Purposes" dated July 23,2012. "An Act Institutionalizing the Philippine Qualifications Framework (PQF), Establishing the PQF-National Coordinating Council. With the adoption of the PPST and PPSSH in DepEd schools nationwide and the recent efforts to rationalize the workload of teachers in public schools. Thereby, promoting their welfare, work motivation, and professional growth. The implementation of the expanded system of career progression for public school teacher pursuant to EO No. 174 and the consequential review of the school staffing parameters for

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Master Teacher and School Principal positions further ensure that the organization and its work force particularly in the schools to respond to challenges and opportunities of the 21<sup>st</sup>

Century with focus on the delivery of quality, accessible, relevant, and liberating basic education. The DBM and DepEd hereby promulgate these guidelines to modify the position classification and compensation scheme and the system of career progression of school heads and teachers stipulated in DBM Circular Letter No. 2007-6 and DO No. 97, s. 2011; and revisit the staffing parameters for Master Teacher and School Principal positions enclosed in 1997 Organization and Staffing Standards for DECS Schools Division, Elementary and Secondary Schools. Specifically, this Joint Circular aims to: Update and revise the policies and guidelines on the position classification and compensation scheme for teaching and school principal positions in all levels from Kindergarten to SHS, based on the expanded career progression system provided for under EO No. 174.

According to National Educator Academy (NEAP 2025), Career Progression Programs are development program for teachers and school leaders to improve their professional practice and support their promotion.

Added by the International Journal for Multidisciplinary Research (IJFMR 2025), here in the Philippines, the Expanded Career Progression System (ECPS) was established under Executive Order No. 174 (2022) to provide defined career lines for public school teachers. Navalta (2021) found out that teachers understanding of opportunities directly affects participation.

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In addition, Department of Education pursuant to the Executive Order (EO) No. 174, s. 2022 on Establishing the Expanded Career Progression System for Public School Teachers and its Implementing Rules and Regulations aims of promoting the professional development and career advancement of teachers and school heads.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis to be used in this study. The purpose of this study is to explore the teachers' experiences in career progression program as bases for policy recommendation in Schools District of Alimodian I and II in the school year 2025-2026.

### Research Method

The research method utilized in this study was descriptive method under qualitative research using in-depth interview.

The descriptive research method focuses on systematically describing a phenomenon as it exists in its natural setting, without manipulating variables. According to Elliott (2025), it aims to provide an accurate portrayal of current conditions, practices, or relationships within educational settings, enabling researchers to understand trends, patterns, and implications for practice. This approach is particularly useful in educational studies that seek to document and analyze real-world events, behaviors, or perceptions without altering the environment in which they occur (Elliott, 2025).

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The interviewer with the interviewee during the interview were allowed to sit together in a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

## Research Design

The study used phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology is done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work. Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel and Spiegelberg, 2024).

## Participants of the Study

The participants of the study were the 10 purposely selected teachers of Alimodian I and II who participated in career progression program in the Municipality of Alimodian.

These teachers are regular permanent with at least one complete school year experience in the schools of the Municipality. They could be assigned in the Schools District of Alimodian I or Alimodiatian II.

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These teachers are applying for promotion from their current position to Teacher II, III, IV, V, VI, VII, Master Teacher I, or Master Teacher II depending on the equivalent of their qualifications.

Their promotion is through reclassification vice their own items.

## Sampling Design

Purposive sampling design was used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling. This is also called judgmental sampling, this sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objective

## Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

An interview schedule in research methodology is a written list of pre-planned questions (either structured, semi-structured, or open-ended) prepared to guide an interviewer in collecting information consistently from participants. It functions as a standardized tool for data collection, ensuring that the same topics and questions are addressed across interviews to support systematic comparison and analysis. The interviewer

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follows the schedule during face-to-face, telephone, or electronic interviews, asking each participants the predetermined items and recording their responses (Socio. health, 2024).

The interview schedule had three (3) major questions focusing on the experiences, challenges, and coping strategies of teachers and school heads in career progression program.

Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

### Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the extent to which the findings, interpretations, and conclusions derived from a study are accurate, meaningful, and appropriate in representing the concept being examined. It ensures that the research instrument truly measures what it is intended to measure and that the results are credible reflections of reality. In establishing content validity, the questions and format of the instrument must align with the study's defined variables and objectives to guarantee that each item accurately reflects the construction under investigation. This process often involves expert review to determine whether the items are relevant, clear, and representative of the concepts being studied. By ensuring that the content and structure of the instrument are consistent with the study's framework, researchers enhance the accuracy and usefulness of the data collected in relation to the research objective (Creswell & Creswell,

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2022).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (1972) as cited by Soqueña (2021).

### Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, a voice and video recorder were also provided to completely capture the interviewee's words. The researcher consolidated all collected data after series of interviews.

### Data Analysis

The data were collected through the interview schedule that were analyzed using thematic analysis, a qualitative method designed to identify, interpret, and report recurring patterns or themes within narrative data. This approach enables the researcher to uncover meaningful insights into the responses of the participants focusing on their experiences, challenges, and coping strategies in career progression program.

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According to Braun and Clarke (2023), thematic analysis provides a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit and implicit meanings across participants' narratives. It is particularly suitable for educational research that seeks to understand complex social and organizational dynamics. Nowell et al. (2021) further emphasize that thematic analysis enhances transparency and credibility in qualitative studies by ensuring systematic coding and interpretation of data. The transcribed data from the interviews were analyzed using Thematic Analysis (Braun and Clarke (2023), which is well-suited for identifying, analyzing, and reporting patterns (themes) within qualitative data.

The analysis followed the standard six-phase process:

Familiarization with Data: Reading and re-reading the transcripts (in local language and English translation).

Generating Initial Codes: Assigning short phrases or labels to meaningful segments of data (e.g., "shared phone," "fear of judgment," "poor signal").

Searching for Themes: Grouping the initial codes into potential overarching themes and sub-themes that captured significant patterns (e.g., Codes like "no insult," "private correction" will be grouped under a theme).

Reviewing Themes: Refining and checking the themes against the entire dataset to ensure they accurately reflected the participants' meanings and the study's focus.

Defining and Naming Themes: Developing clear, concise, and academically sound names for the final emergent themes (will be presented in Chapter 4).

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Producing the Report: Weaving the themes, supported by direct quotes, into the narrative structure of the presentation, analysis, and interpretation of data (Chapter 4), and linking them to the theoretical framework.

## RESULTS AND DISCUSSIONS

This study aimed to assess the teachers' experiences in career progression program as bases for policy recommendation in Schools District of Alimodian I and II in the school year 2025-2026. Utilizing the qualitative method with a phenomenological design, the researcher utilized in- depth interviews with teachers in schools districts of Alimodian I and II in the Municipality of Alimodian. A researcher-made interview schedule, validated by a panel of experts, was employed for data collection, which included voice recordings, subject to participant consent. After obtaining necessary permits from relevant authorities, the researcher conducted interviews at convenient locations for participants. The collected data was then analyzed and interpreted using a thematic approach.

The following are the findings of the study:

Based on the results of the in-depth interview with the participants it was found that the experiences of teachers in career progression program was the challenging and rewarding experience, short notice and tiring, and opportunity for professional growth.

It was found out that the challenges encountered by the teachers in career progression program were the completion of documents needed, pressure and stress, unclear promotion criteria, and short time frames.

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It was also found out that out that ways on how teachers cope with the challenges encountered in career progression program were done through properly managed documentation, time management, continues professional development, and collaboration and teamwork.

## CONCLUSION

Based on the findings, the following insights were drawn:

The findings suggest that participating in the career progression program placed teachers in situations that tested their adaptability, perseverance, and time management skills. While the process was demanding and sometimes exhausting due to tight deadlines and heavy requirements, it also provided a platform for skill enhancement, professional recognition, and personal growth. This indicates that structured career advancement, even when challenging, can motivate individuals to improve performance, build resilience, and pursue higher competencies within their profession.

The results highlight that teachers faced significant obstacles that tested their organizational, time management, and coping abilities. The combination of heavy administrative demands, ambiguous advancement expectations, and tight deadlines created a high-pressure environment that could affect both performance and well-being. This underscores the need for supportive structures, clear communication, and manageable processes to help teachers navigate career advancement effectively while maintaining motivation and professional growth.

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The findings suggest that teachers actively adopt strategies that enhance efficiency, resilience, and skill development to navigate the demands of the career progression program. By organizing tasks, seeking growth opportunities, and leveraging support from colleagues, they can meet requirements, manage stress, and sustain their professional advancement. This demonstrates that proactive planning, continuous learning, and cooperative practices are key factors in successfully overcoming workplace challenges.



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