Career Progression and Professional Development of Public School Teachers in Tarangnan District

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Abstract: **This study investigates the career progression and professional development of public school teachers in Tarangnan District, Samar Province highlighting the complex interplay of factors influencing their growth and advancement. Employing a mixed-methods approach, utilizing an explanatory sequential research design, the research combines quantitative and qualitative data collection and analysis to identify existing career pathways, assess the availability and effectiveness of professional development opportunities, and explore the various factors impacting teachers' career advancement within the district. The findings reveal that teachers in Tarangnan District face numerous challenges in their career progression, including inadequate training opportunities, limited resources, and insufficient policy support. Despite these obstacles, the study underscores the importance of continuous professional development, mentorship, and supportive school leadership in enhancing teachers' skills and expertise. Additionally, contextual factors such as school culture, community engagement, and local government unit (LGU) involvement significantly shape teachers' career progression and professional growth. Personal factors, including motivation, self-efficacy, and resilience, also play a crucial role in career advancement. This research contributes to the existing literature on teacher professional development and career progression, providing valuable insights for policymakers, school administrators, and educators. The findings have implications for the development of targeted interventions and strategies that promote the professional growth and career advancement of public school teachers in the Tarangnan District, ultimately enhancing the quality of education in the region.**

Keywords: **career progression, professional development, mixed-methods approach, public school teachers, school culture.**

1. Introduction

Teachers have a diverse role in shaping the educational landscape and fostering the critical minds of the learners. They portray various responsibilities including being educators, mentors, role models, and advocates for their students. Hence, they must engage in related and significant training and activities that will have to enhance their skills and keep up with the evolving demands of education. Participating in workshops, conferences, and collaborative learning sessions enables teachers to share best practices, learn new teaching strategies, and gain insights into the latest educational research. Additionally, they also need to stay motivated in the form of increased salary and promotions, which recognize their hard work and dedication. Proper compensation and clear pathways for advancement not only boost teachers' morale but also encourage them to remain committed to their profession (Cahilog, et al., 2023). Thus, when teachers feel valued and supported, they are more likely to inspire their students and contribute positively to the school community (Johnson, 2017).

However, various challenges hinder teachers to completely achieve professional development and career progression. To adhere to parallel structure, revise to: Significant challenges can be attributed to the limited availability of time and resources dedicated to professional development, the misalignment of opportunities for further studies with the needs of the teachers (Lindvall & Ryve, 2019), and the limited availability of opportunities (Mahama et al., 2020).

Teachers often face heavy workloads and time constraints that make it difficult to engage in sustained and meaningful professional learning (OECD, 2019).

In the Philippines, there is difficulty in pursuing professional development since the very beginning of their profession, they were hired in their major but were assigned to teach in another course, not their major. The Second Congressional Commission on Education (EDCOM 2) reported that 62% of the teachers-elementary and secondary are experiencing mismatch (EDCOM II Report, 2025). This scenario makes it challenging for teachers to align their postgraduate programs with their field of specialization, as what they are teaching is often not congruent with their academic training. As a result, teachers may lack the confidence and expertise required to effectively deliver lessons in subjects, for which they have not received proper training, leading to feelings of inadequacy and frustration. Additionally, this misalignment can hinder teachers' professional development opportunities, as they may be discouraged from pursuing further education in areas that do not directly relate to their current teaching assignments. Ultimately, addressing this mismatch is vital to ensure that teachers can develop their skills effectively and provide quality education to their students. Improving alignment between teacher qualifications and teaching assignments is essential for fostering a more competent and satisfied teaching workforce.

Moreover, teachers face significant challenges in their career

progression. A Senate report reveals that only 14% of Teachers III will be promoted to Master Teacher I, and that the promotion process will take 10-15 years. It also showed that only 7% of Teacher III will be promoted to Head Teacher, and just 5% of Teachers III to Master Teachers IV (Senate of the Philippines, 2024). Further, there is an alarming number of Teachers II (44%) and III (65%) who have been in the teaching profession for more than 10 years but still they remain in that position (Senate of the Philippines, 2024).

Teachers in the province of Samar, particularly in the District of Tarangnan, are not far from experiencing the same; they, too, are facing similar challenges. From the data gathered in the Samar Division, out of the total population of teachers (5,420), both in elementary and secondary, an estimated 1.37% were promoted in the C.Y. 2025 in the Division of Samar having an approximately promoted teachers like Teacher II (Elementary 20 and Secondary 7), Teacher III (Elementary 29 and Secondary 7), Master Teacher I (Elementary 7 and Secondary 2), and Master Teacher II (Secondary 1).

Hence, it is crucial to investigate the specific circumstances that contribute to this stagnation in career advancement among elementary and secondary teachers in the District of Tarangnan, province of Samar. Factors, such as limited access to professional development opportunities, inadequate support systems, and the geographic isolation of schools may further exacerbate these issues. Without addressing these barriers, the educational landscape in Samar—and by extension, the broader Philippines—may struggle to cultivate the skilled and motivated educators necessary for fostering effective learning environments. Identifying and understanding these challenges can help inform targeted interventions aimed at enhancing teachers' career progression and professional satisfaction. Hence, the rationale of this study is to address the identified gap in the literature and provide insights into the Career Progression and Professional Development of Public School Teachers in Tarangnan District.

To this effect, it was aimed that the study would evaluate the current state of professional development and career progression pathways available to teachers (elementary and secondary) in the District of Tarangnan. It assessed teachers' motivations and the roles of their school administrators that ultimately help them achieve their goals, and how these factors influence their professional growth and overall job satisfaction. Further, this study presented the relationship between the teachers' level of motivation and the role of the school administrators in career progression and professional development of public school teachers in Tarangnan District. The research also explored the impact of community involvement and resources available to educators in enhancing their professional journey. As such, a contextualized professional development and career progression plan was proposed based on the findings of the research. This plan was designed to cater the perceived needed career progression and professional development of a certain teacher in Tarangnan District.

2. Methodology

A. Research Design

The study employed a mixed-method research approach, using an explanatory sequential design (ESD) of research to gain a comprehensive understanding of the factors influencing teacher career progression and professional development. This design, according to Toyon (2021), involved two phases: the first phase consisted of quantitative data collection through surveys which were distributed to public school teachers in the Tarangnan District, aimed at identifying patterns and trends related to career advancement and professional growth.

The second phase involved qualitative data collection through interviews, allowing for deeper insights into the experiences, perceptions, and challenges faced by teachers regarding their career pathways, employing the framework of Braun and Clarke (2006) for the thematic analysis. By integrating both quantitative and qualitative data, the study sought to provide a more nuanced understanding of the interplay between formal education, professional development initiatives, and institutional support structures. This holistic approach not only enriched the findings but also ensures that the recommendations offered were grounded in both statistical evidence and personal narratives, ultimately contributing to a more effective framework for teacher career development within the educational system.

B. Research Instrumentation

The instrument used in this study was composed of two sets: survey instrument and an interview protocol. The survey instrument is composed of three parts: Part I- Demographic Profile; Part II-Level of Motivation of Public School Teachers in terms of Expectancy, Instrumentality, and Valence; and Part III- Role of School Administrators in Professional Development and Career Progression for Teachers in terms of Mentorship and Career Guidance. PART I, the Demographic Profile section aimed to gather essential background information about the respondents' personal and professional characteristics including the name (optional), age, sex, civil status, number of household members, current position, designation, length of service, educational qualification, number of relevant trainings/seminars attended, and geographic location of the school.

PART II section of the survey instrument has three (3) tables with 10 indicators that pertain to Expectancy, Instrumentality, and Valence. Each group of statements (in a tabular form) had to be answered using a 4-Likert Scale: Strongly Agree-4; Agree-3; Disagree-2; Strongly Disagree -1. PART III is composed of 20 indicators divided into 2 categories according to the School Administrator's Mentorship and School Administrator's Career Guidance. Similar to the previous section, a 4-Likert Scale had to be selected by the respondents such that: Strongly Agree-4; Agree-3; Disagree-2; Strongly Disagree-1.

On the other hand, the interview protocol is composed of five open-ended questions that the respondents had to answer. However, the interview centered on the experiences along

career progression and professional development of teacher-respondents. These questions were designed to elicit in-depth responses, allowing the teachers to share their narratives, challenges, and successes related to their professional journeys. By using open-ended questions, the interviews encouraged participants to express their thoughts and feelings freely, providing richer qualitative data that could complement the quantitative findings from the survey. The interviews aimed to explore key themes such as mentorship relationships, opportunities for skill development, and the impact of administrative support on their career paths.

Additionally, the interview protocol included probes to encourage deeper reflection and clarification on specific points raised by the respondents. This qualitative aspect of the research not only enhanced the understanding of the quantitative data but also illuminated the complex factors influencing teacher motivation and growth within the educational system. Through these conversations, the study sought to capture the voices of the teachers, ensuring that their experiences and perspectives were at the forefront of the analysis.

C. Data Gathering

The data gathering had begun after all the pertinent communications were approved and after the Ethics Certificate was released. Teacher-respondents were informed beforehand that they would be invited to join the survey, and to be interviewed through chat messages (via Messenger), face-to-face interactions, and referrals from friends, relatives, and school heads. They were given ample time for the appointment. Teachers who were stationed along the carline were the first ones to be visited, surveyed, and interviewed. This was followed by teachers from upland and coastal areas. Those from the central school were the last to be surveyed.

The researcher courteously approached the teacher-respondents and provided them with a copy of the informed consent form. Since Tarangnan District is just one of the smaller districts in the Division of Samar, almost all teachers knew each other. In addition, the respondents were informed of all necessary ethical considerations, including their right to confidentiality, the voluntary nature of their participation, and the purpose of the study.

This transparency was essential in building trust and encouraging open dialogue between the researcher and the participants. Teachers were assured that their responses would be anonymized and used solely for the purpose of enhancing educational practices within the district. The researcher emphasized that their honest feedback would contribute significantly to understanding the current landscape of professional development and career progression for teachers.

As a result, many respondents felt comfortable sharing their experiences and insights, recognizing the potential impact of the study on improving the support and resources available to educators in their community. By fostering a supportive and respectful atmosphere, the researcher was able to obtain rich qualitative data that would ultimately inform meaningful recommendations for enhancing teacher motivation and professional growth.

However, there were some teachers who were part of the Eastern Visayas Regional Athletic Association (EVRAA), and the preparation for the visit of the DepEd Secretary, Sec. Edgardo Angara, created scheduling conflicts that made it challenging for them to participate in the study at that time.

As a result, the instruments were just placed on their tables, with the expectation that they would complete them at their convenience. Some of these teachers coordinated with their co-teachers, who were not occupied with athletic events, to assist in distributing the survey instruments. This approach allowed for flexibility, ensuring that even those who were engaged in preparation activities could still have their voices heard in the research.

The researchers acknowledged this situation and extended the deadline for completing the instruments to accommodate the teachers' commitments. While this method of data collection was somewhat unconventional, it provided valuable opportunities for participation, albeit in a less structured manner. Ultimately, this adaptive strategy aimed to ensure that all teachers, regardless of their immediate commitments, could contribute their perspectives on professional development and motivation within the context of the ongoing events.

3. Results and Discussion

This section provides significant findings of the study presented in tabular form along with the comprehensive interpretation. Some of the salient data were highlighted and confirmed from the existing studies that validate the results of this research.

A. Age and Sex Distribution of the Teacher-Respondents

Table 1

Age	Male		Female		Total	Percent
	f	%	f	%		
56 - 63	0	0.0	10	6.8	10	5.5
48 - 55	4	10.8	20	13.7	24	13.1
40 - 47	10	27.0	25	17.1	35	19.1
32 - 39	15	40.5	49	33.6	64	35.0
24 - 31	8	21.6	42	28.8	50	27.3
Total	37	100.0	146	100.0	183	100.0
Mean	37.6	-	37.59	-	38.2	-
SD	7.0	-	7.01	-	9.03	-

This suggests that the teaching workforce in this sample is predominantly composed of middle-aged individuals. The high percentage of female respondents may indicate broader societal trends in education, where teaching roles are often associated with women. Further, the result on the imbalance of female and male was proven to be true by the study of the Organization for Economic Co-operation and Development (2022), which posits that 70% of all teachers are women, with a lesser percentage of male teachers.

B. Civil Status of the Teacher-Respondents

This suggests that a considerable portion of the teaching staff may have familial commitments, which could influence their perspectives and interactions within the school environment.

Following that, 51 respondents, or 27.9%, identify as single, indicating a notable presence of unmarried teachers who may bring different life experiences and views to their roles. The categories of widowed and separated respondents account for smaller proportions, with 15 (8.2%) and 7 (3.8%) individuals, respectively. Together, these figures provide insight into the diverse personal circumstances of the teaching staff, which may shape their priorities, availability, and contributions to the educational setting, ultimately impacting their professional dynamics and responsibilities.

Table 2

Civil Status of the Teacher-Respondents	Frequency	Percent
Single	51	27.9
Married	110	60.1
Widowed	15	8.2
Separated	7	3.8
Total	183	100.0

C. Number of Household Members of the Teacher-Respondents

Table 3

No. of Household Members	Frequency	Percent
9 - 10	2	1.1
7 - 8	20	10.9
5 - 6	57	31.1
3 - 4	90	49.2
1 - 2	14	7.7
Total	183	100.0
Mean	4 members	
SD	2 members	

The results suggest that teacher-respondents have moderately sized households (with 4 members), which is common among working individuals like teachers (Mencias-Tabernilla, 2023). However, the household size per se does not directly affect the professional development and career progression of teachers (Ulfah et al., 2024) since several studies do not mention it influencing the motivation of teachers to participate in professional development (Richter et al., 2024; Kholifah et al., 2024; Orina et al., 2022). Teachers' focus is diverted when family problems occur (Castren et al., 2021) or when the family environment is supportive (Dwiningtyas, Q. & Hajaroh, M., n.d.)

D. Position of the Teacher-Respondents

The table 4 displays the current position of the teacher-respondents, indicating that most of them have the rank of Teacher 3 (109 or 59.6%). Other current positions of the respondents are Teacher 2 (37 or 20.2%), Teacher 1 (36 or 19.7%), and Master Teacher 1 (1 or 0.5%).

Notably, there was only one Master Teacher among the 183 teacher-respondents. This vividly illustrates that career advancement within the teaching profession may be limited for many educators.

Table 4

Position	Frequency	Percent
Master Teacher 1	1	.5
Teacher 3	109	59.6
Teacher 2	37	20.2
Teacher 1	36	19.7
Total	183	100.0

E. Designation of the Teacher-Respondents

Table 5

Designation	Frequency	Percent
Coordinator	173	94.5
Librarian	1	.5
Guidance Counselor	7	3.8
School Heads	2	1.1
Total	183	100.0

The designations held by the teacher-respondents were presented in the above table, which conveys that most teachers are designated as coordinators in their respective schools. Among the 183 educators surveyed, a striking majority, 173 respondents (94.5%), hold the designation of Coordinator. The remaining designations are represented by much smaller numbers. There is only one librarian (0.5%), suggesting a very limited focus on library services and resources. The Guidance designation includes seven respondents (3.8%), indicating a modest presence of guidance-related roles, which are critical for supporting student wellbeing and academic success. Additionally, there are two school heads (1.1%), representing a minor fraction of the overall responses.

F. Length of Service of the Teacher-Respondents

Table 6

Length of Service	Frequency	Percent
34 - 42	2	1.1
24 - 33	22	12.0
14 - 23	37	20.2
4 - 13	104	56.8
≤ 3	18	9.8
Total	183	100.0
Mean	12.2 yrs.	-
SD	6.1 yrs.	-

The length of service of the teacher-respondents as presented in Table F indicates the distribution across various service duration categories among the 183 teachers surveyed. A significant majority, 104 respondents (56.8%), fall within the 4-13 years of service category, suggesting that the teaching staff mainly consists of relatively mid-career teachers, which points

to a dynamic workforce still in the process of developing their skills and experience.

G. Educational Qualification of the Teacher-Respondents

Table 7

Highest Educational Attainment	Specialization				Total	Percent
	Educational Management		Non-Educational Management			
	f	Percent	f	Percent		
with PhD Units	0	0	1	2	1	1
Master's Degree	12	10	15	25	27	15
with Master's Units	110	90	22	36	132	72
Bachelor's Degree	0	0	23	38	23	13
Total	122	100	61	100	183	100
Percent	67	-	33	-	100	

These findings can be crucial since the programs enrolled by most respondents were not aligned with their field of specialization. They are educators and not managers or school heads. The pursuit of further professional development should align with the profession the individual is in. Henceforth, the quality of education provided by any institution is largely dependent on the teachers' qualifications and training (Allam, 2020). Curry et al. (2018) could confirm that there is an effect when teachers pursue academic advancement. It produces higher student achievement (Sauceda, 2017). Several studies, however, found either an insignificant or, in some cases, a negative association between teachers' degree attainment and their students' achievements at different school levels (Balanquit et al., 2023). Barnett (2020) examined whether teachers with advanced degrees contributed to student achievement in grades three through eight on the end-of-the-year state assessments in Mississippi. Results revealed that students taught by teachers with advanced degrees had significantly lower scores in English language arts and mathematics than those taught by teachers without advanced degrees.

H. Number of Relevant Trainings Attended by the Teacher-Respondents

Table 8

No. of Trainings Attended	Frequency	Percent
13 - 15	4	2.2
9 - 12	9	4.9
5 - 8	26	14.2
1 - 4	144	78.7
Total	183	100.0
Mean	3 trainings	-
SD	3 trainings	-

It can be understood from Table 8 that several relevant trainings were attended by teacher-respondents, revealing a significant trend in professional development participation. A majority, comprising 144 teachers (78.7%), attended between one and four trainings, indicating that many educators may have limited exposure to structured professional development. In contrast, a smaller number participated in higher ranges of training, with 26 teachers (14.2%) attending five to eight teachers 4.9%) attending nine to twelve, and only four teachers (2.2%) attending between 13 and 15. The mean number of trainings attended is 3, which highlights the central tendency of the data, while the standard deviation, also at 3, suggests variability among respondents.

I. Geographical Locations of the Teacher-Respondents

Table 9

No. of Trainings Attended	Frequency	Percent
13 - 15	4	2.2
9 - 12	9	4.9
5 - 8	26	14.2
1 - 4	144	78.7
Total	183	100.0
Mean	3 trainings	-
SD	3 trainings	-

The findings could be inferred that teachers stationed in coastal areas would find it hard to enroll for continuing professional development due to the inaccessibility of their schools, that they still need to travel by boat every Saturday to attend classes or the challenges on the internet wherein coastal areas have difficulties for strong Wi-Fi connections (Timbol et al., 2020). These difficulties limit their access to important professional development and add extra stress to their schedules. As a result, teachers may feel less motivated to pursue further education, which can affect their teaching effectiveness. Additionally, being isolated in coastal areas makes it harder for them to connect and collaborate with other educators. This situation can leave teachers feeling unprepared and unsupported, ultimately impacting student learning. It is crucial to address these barriers so that teachers in coastal areas have better chances for professional growth, which will help improve education in their communities.

J. Level of Motivation of the Teacher-Respondents on Career Progression Along Expectancy

Table 10

Score	Frequency	Percent
34 – 40 (Highly Motivated)	112	61.2
26 - 33 (Motivated)	70	38.3
18 - 25 (Moderately Motivated)	1	.5
Total	183	100.0

The findings can be connected to expectancy theory, which posits that individuals are motivated to act in a certain way based on the expected outcomes of their actions (Lunenburg, 2011). In this case, the analysis of motivation levels among teacher-respondents reveals that a significant majority, 112 teachers (61.2%), are "highly motivated" to pursue career progression. This indicates that they have a strong belief that their efforts in professional development will lead to desirable outcomes, such as promotions, increased job satisfaction, and enhanced teaching effectiveness. Furthermore, the 70 teachers (38.3%) classified as "motivated" also reflect a positive expectation regarding their professional growth, suggesting that they see value in participating in ongoing training and development initiatives.

K. Level of Motivation of the Teacher-Respondents on Career Progression Along Instrumentality

Table 11

Motivation level	Frequency	Percent
34 – 40 (Highly Motivated)	74	40.4
26 - 33 (Motivated)	104	56.8
18 - 25 (Moderately Motivated)	5	2.7
Total	**183**	**100.0**

The result can be appreciated by recognizing that teachers are motivated because of the desired outcomes (Lunenburg, 2011) that will eventually help their family and their career advancement. This intrinsic motivation is often tied to their aspirations for a better quality of life and the hope of providing for their loved ones through improved job security and financial stability. When teachers see a clear link between their efforts in professional development and the positive impacts on their family's wellbeing, it reinforces their commitment to pursuing these opportunities.

L. Level of Motivation of the Teacher-Respondents on Career Progression Along Valence

Table 12

Motivation level	Frequency	Percent
34 – 40 (Highly Motivated)	84	45.9
26 - 33 (Motivated)	98	53.6
18 - 25 (Moderately Motivated)	1	.5
Total	**183**	**100.0**

The result has a valence element of expectancy theory, which focuses on the importance of an individual's preference for the outcomes of their efforts, like a certain reward (Lunenburg, 2011). In the context of teachers' professional development, many educators recognize the significant value of advancing their skills and knowledge, which they believe will positively impact their careers. This understanding drives their motivation to engage in professional growth opportunities, as they associate these efforts with desirable outcomes such as promotions, increased job satisfaction, and enhanced effectiveness in the classroom.

M. Relationship Between Teacher's Level of Motivation on Career Progression and their Profile

Table 13

Profile	Dimensions of Motivation					
	Expectancy		Instrumentality		Valence	
		p-value		p-value		p-value
Age[1]	.070ns	.345	.013ns	.861	-.005ns	.946
Sex[1]	-.061ns	.414	-.070ns	.344	.135ns	.068
NoofHM[1]	-.035ns	.637	.043ns	.564	.051ns	.492
Position[2]	.160ns	.152	.127ns	.438	.083ns	.869
Designation[2]	.104ns	.677	.097ns	.756	.071ns	.931
LengthofService[1]	-.010ns	.891	.010ns	.889	-.051ns	.495
Educational Attainment[1]	.158ns	.168	.085ns	.853	.081ns	.880
Specialization[2]	.120ns	.263	.147ns	.095	.212s	.002
NoofTrainings[1]	.102ns	.171	.030ns	.689	.014ns	.854
Geo Location[2]	.102ns	.434	.099ns	.469	.052ns	.911

Significant at 0.05 significance level
1 – Spearman Rho, 2 – Cramer's V

The data in Table 13 examines the relationships between various teacher profiles and their levels of motivation regarding career progression across three dimensions: expectancy, instrumentality, and valence. Most profile factors exhibit p-values above the 0.05 threshold, indicating statistically insignificant relationships with the dimensions of motivation; for example, age, sex, and years of service show no significant correlation with any of the motivation dimensions. However, educational attainment displays a significant relationship with valence, evidenced by a p-value of 0.002, suggesting that higher educational levels may positively influence the intrinsic value teachers place on their career progression. Moreover, number of training shows a relatively noteworthy p-value of 0.014 for instrumentality, implying a potential connection between training experiences and the perceived usefulness of career advancement opportunities.

N. Role of the School Administrators in Professional Development and Career Progression for the Teacher in terms of Mentorship

Table 14

	Indicators	Mean	Interpretation
1	School administrator provides clear information about career progression opportunities within the school or district.	3.21	A/Often Provided an evident
2	School administrator assists teachers in developing personalized career development plans.	3.24	A/Often Provided an evident
3	School administrator organizes workshops or training sessions focused on career development.	3.20	A/Often Provided an evident
4	School administrator regularly conducts performance evaluations to guide teachers on areas for improvement and advancement.	3.27	SA/Always provided and Strongly Evident
5	School administrator clearly communicates the requirements in determining the degree of competence and qualifications of candidates	3.21	A/Often Provided an evident
6	School administrator explains the mechanisms that ensure mental fitness.	3.16	A/Often Provided an evident
7	School administrator encourages and supports teachers in pursuing further education or certifications.	3.22	A/Often Provided an evident
8	School administrator offers one-on-one career counseling sessions to discuss paths and opportunities.	3.25	A/Often Provided an evident
9	School administrator guides teachers to the advancement of their teaching career.	3.28	SA/Always provided and Strongly Evident
10	School administrators regularly recognize and celebrates teachers' achievements and milestones in their careers.	3.23	A/Often Provided an evident
	Grand Mean	**3.23**	A/Often Provided an evident

Legend
3.26 - 4.00	Strongly Agree/Always provided and strongly evident
2.51 - 3.25	Agree/Often provided and evident
1.76 - 2.50	Disagree/Rarely provided and insufficient
1.00 – 1.75	

The grand mean score of 3.23 suggests that, overall, administrators often provide evident support in this area. Specific indicators highlight varying degrees of effectiveness; for instance, performance evaluations to guide teachers' improvement received the highest mean score of 3.27, reflecting strong agreement that this practice is consistently implemented. Other notable indicators include the provision of one-on-one career counseling sessions (mean score of 3.25) and support for further education (mean score of 3.22), both indicating a significant commitment to teacher development.

The requirement for clear communication regarding competence qualifications and career progression also scores well (3.21), underscoring the importance of transparency in administrative roles. However, the explanation of mechanisms ensuring mental fitness reflects the lowest mean score of 3.16, suggesting this area may require more attention.

Relating the support provided by school administrators to Maslow's Hierarchy of Needs which Rojas (2023) claims that needs are not sequentially satisfied. However, for the purpose

of presentation, the satisfaction of the teachers' needs was sequentially discussed in this paper. Thus, offering insights into how professional development and mentorship can fulfill various levels of teachers' needs. At the base of the hierarchy are physiological needs, which encompass the fundamental requirements for a safe and supportive work

O. Role of the School Administrators in Professional Development and Career Progression for the Teacher in terms of Career Guidance

Table 15

	Indicators	Mean	Interpretation
1	School administrator provides clear information about career progression opportunities within the school or district.	3.08	A/Often Provided an evident
2	School administrator assists teachers in developing personalized career development plans.	3.12	A/Often Provided an evident
3	School administrator organizes workshops or training sessions focused on career development.	3.08	A/Often Provided an evident
4	School administrator regularly conducts performance evaluations to guide teachers on areas for improvement and advancement.	3.06	A/Often Provided an evident
5	School administrator clearly communicates the requirements in determining degree of competence and qualifications of candidates for promotion.	3.04	A/Often Provided an evident
6	School administrator explains the mechanisms that ensure mental fitness.	2.98	A/Often Provided an evident
7	School administrator encourages and supports teachers in pursuing further education or certifications.	3.10	A/Often Provided an evident
8	School administrator offers one-on-one career counseling sessions to discuss paths and opportunities.	2.94	A/Often Provided an evident
9	School administrator guides teachers to the advancement of their teaching career.	3.09	A/Often Provided an evident
10	School administrator regularly recognizes and celebrates teachers' achievements and milestones in their careers.	3.11	A/Often Provided an evident
	Grand Mean	3.06	A/Often Provided an evident

Legend: 3.26 - 4.0   Strongly Agree/Always provided and strongly evident
2.51 - 3.25   Agree/Often provided and evident
1.76 - 2.5   Disagree/Rarely provided and insufficient
1.0 - 1.75   Strongly Disagree/Not provided at all

Table 15 evaluates the role of school administrators in facilitating professional development and career progression for teachers, particularly in the context of mentorship. The grand mean score of 3.23 suggests that, overall, administrators often provide evident support in this area. Specific indicators highlight varying degrees of effectiveness; for instance, performance evaluations to guide teachers' improvement received the highest mean score of 3.27, reflecting strong agreement that this practice is consistently implemented. Other notable indicators include the provision of one-on-one career counseling sessions (mean score of 3.25) and support for further education (mean score of 3.22), both indicating a significant commitment to teacher development. The requirement for clear communication regarding competence qualifications and career progression also scores well (3.21), underscoring the importance of transparency in administrative roles. However, the explanation of mechanisms ensuring mental fitness reflects the lowest mean score of 3.16, suggesting this area may require more attention. Overall, the findings underscore the critical role of school administrators in mentorship, emphasizing their ongoing efforts to support teachers' professional growth and career advancement.

The findings on the role of school administrators in facilitating professional development and mentorship for teachers align closely with recent research that emphasizes the importance of supportive leadership in enhancing educators' professional growth. For instance, a study by Kearney and McGough (2021) highlights that effective school leadership is crucial in creating a culture of continuous improvement among teachers. The study found that administrators who engage in consistent performance evaluations and provide targeted feedback significantly enhance teachers' motivation and career progression.

P. Relationship Between Teacher's Level of Motivation and the Role of the School Administrators in Professional Development and Career Progression of the Former

Table 16

Motivation Dimension	Administrators' Role					
	Mentorship		Career Guidance			
	r_s-value	p-value		r_s-value	p-value	
Expectancy	.407	0.00	s	.330	0.00	s
Instrumentality	.397	0.00	s	.451	0.00	s
Valence	.407	0.00	s	.471	0.00	s

Correlation is significant at the 0.01 level (2-tailed)

Table 16 illustrates the relationship between teachers' motivation levels and the role of school administrators in professional development, specifically regarding mentorship and career guidance. The correlation coefficients for expectancy and valence are both 0.407, indicating a moderate positive relationship, while the instrumentality dimension shows a correlation of 0.397. All p-values are 0.00, signifying statistical significance at the 0.01 level. This suggests that the support provided by school administrators in mentorship and career guidance is strongly associated with increased motivation among teachers. Notably, the correlation for career guidance is slightly weaker for expectancy and valence but remains significant, highlighting that effective administrative support is crucial for enhancing teachers' motivation. Overall, the findings emphasize the importance of administrators' roles in fostering a motivating environment for teachers through structured mentorship and career development opportunities.

The implications of the findings are significant for both school administrators and educational policy makers. First, the strong positive correlation between teachers' motivation and the support provided by administrators suggests that effective mentorship and career guidance can enhance teachers' professional development. This highlights the need for school leaders to actively engage in and prioritize these roles to foster a more motivated teaching workforce.

Q. Experiences of Public School Teachers along Career Progression and Career Development

Table 17

Theme	Definition
Experiencing Structured Pathways to Advancement	Career progression is seen as a step-by-step process involving promotions and official DepEd criteria.
Engaging in Professional Development as a Foundation	Training, educational degrees, and certifications are essential stepping stones for advancement.
Facing Emotional and Practical Challenges	Teachers face stress, exhaustion, and systemic limitations while seeking career growth.
Employing Coping and Adaptive Strategies	Teachers employ emotional resilience, spirituality, mentorship, and planning to handle challenges.
Demonstrating Personal Drive and Lifelong Learning	Intrinsic motivation and continuous learning drive teachers' long-term progression.

The matrix shows the themes that emerged and their

corresponding definition.

1) Theme 1: Experiencing Structured Pathways to Advancement

Teachers' experiences reveal that career progression in DepEd follows a highly structured and formalized path. They described the promotion process—from Teacher I to Teacher III and beyond—as dictated by criteria such as tenure, educational attainment, and performance ratings. One teacher shared, "Just like me, I started as Teacher I and I'm now Teacher III. It is based on my experience and qualifications" (R.178). This system of ranking and promotion offered a clear roadmap, which gave teachers a sense of progress and accomplishment. However, it was also often perceived as rigid and tedious. Teachers reported navigating extensive paperwork and experiencing slow administrative processes. Still, the presence of a defined path inspired persistence and goal-setting.

These experiences reflect Boud and Hager's (2012) assertion that structured professional frameworks provide clarity and motivation, but also highlight the need for policy refinements that reduce bureaucratic strain. For genuine career mobility, a balance between structure and flexibility is necessary.

2) Theme 2: Engaging in Professional Development as a Foundation

Teachers consistently reported that participating in professional development activities was integral to their career progression. Activities mentioned included attending LAC sessions, enrolling in graduate studies, and participating in training seminars and workshops. A respondent noted, "I attended seminars and workshops that helped me enhance my professional competencies" (R.79). These engagements were not merely for compliance but were deeply valued for skill enhancement and identity development. This supports Guskey's (2002) view that professional development contributes to both teacher improvement and student outcomes. DepEd must ensure equitable access to such opportunities to sustain teacher motivation and systemic quality.

3) Theme 3: Facing Emotional and Practical Challenges

In pursuing career progression, teachers encountered a variety of emotional and logistical barriers. "It is both fun and tiring. Fun to learn new things, but tiring since most development programs are not for free," one teacher expressed (R.173). The pressure to manage documentation, the high cost of graduate studies, and the struggle for time often left teachers overwhelmed. Another noted, "Career progression is hard. Hopefully, with the new memo, it will be easier than before" (R.130).

These findings echo Kyriacou's (2001) research on teacher stress and the importance of supportive infrastructure. Addressing emotional fatigue and financial barriers is essential for sustained teacher engagement and retention.

4) Theme 4: Employing Coping and Adaptive Strategies

Despite these challenges, teachers showed strong resilience. One teacher said, "I cope by setting time, being patient, and most especially through the help of our Almighty God" (R.70). Others relied on time management, mentorship, and peer support. "I try to focus on what I can learn from the experience. Talking to my co-teachers and school head helps me get new

perspectives" (R.67). This ability to adapt and persist reflects a deep sense of vocation and emotional maturity.

As Tait (2008) emphasizes, emotional resilience and support networks play a critical role in teacher retention. DepEd should foster school environments where peer mentorship and emotional well-being are prioritized.

5) Theme 5: Demonstrating Personal Drive and Lifelong Learning

Underlying all the experiences was the theme of intrinsic motivation. Teachers demonstrated a strong personal commitment to growth and excellence. One teacher emphasized, "I enrolled in my master's degree and attended different trainings and seminars to grow professionally" (R.132). Another stated, "It's about growing personally and professionally. Continuous learning is one of the most common experiences" (R.129). Teachers saw career progression as an opportunity not just for promotion but for becoming more competent and effective educators. This theme aligns with Knowles' (1980) theory of andragogy, where adults are self-directed learners motivated by internal goals. When career development policies align with this intrinsic drive, teacher satisfaction and performance improve.

The teachers' experiences highlight that career progression in DepEd is a multi-dimensional journey shaped by policy structures, personal efforts, and contextual challenges. While the path is often demanding, it is also marked by deep commitment to professional excellence and transformative growth. These findings illuminate that career progression is not only a bureaucratic milestone but a deeply human journey of self-fulfillment, resilience, and impact. The interplay between systemic support and personal agency determines the success of career pathways in education. Policies that recognize both dimensions—structural and personal—are more likely to cultivate empowered, motivated, and high-quality educators.

6) Integration of the Quantitative and Qualitative Results

The findings of this study reveal a significant relationship between the level of teacher motivation and the roles school administrators play in supporting professional development and career progression. The quantitative results present compelling evidence that the dimensions of motivation—expectancy, instrumentality, and valence—are all positively and significantly correlated with administrative roles in both mentorship and career guidance. Specifically, the correlation between expectancy and mentorship ($r_s = .407$, $p = .00$), and expectancy and career guidance ($r_s = .330$, $p = .00$) suggests that when teachers perceive a clear link between effort and outcomes, and this perception is reinforced through administrative support, their motivation is significantly enhanced.

Similarly, instrumentality, which reflects the belief that performance will lead to valued outcomes, shows strong correlations with both mentorship ($r_s = .397$, $p = .00$) and career guidance ($r_s = .451$, $p = .00$). Valence, the value placed on the rewards of career progression, yielded the highest correlation coefficients with mentorship ($r_s = .407$, $p = .00$) and career guidance ($r_s = .471$, $p = .00$), underscoring the importance of aligning institutional rewards with what teachers value most.

These findings suggest that the motivational state of teachers is not merely intrinsic but is significantly shaped by external professional support systems embedded within school leadership practices.

Complementing these quantitative results, qualitative data from teacher experiences enrich the understanding of this dynamic. Teachers' narratives revealed five major experiential themes: (1) experiencing structured pathways to advancement, (2) engaging in professional development as a foundation, (3) facing emotional and practical challenges, (4) employing coping and adaptive strategies, and (5) demonstrating personal drive and lifelong learning. These themes illustrate that career progression in the Department of Education (DepEd) is a multifaceted journey, shaped by both systemic structures and personal initiative.

The theme of engaging in professional development as a foundation strongly aligns with the statistical finding that mentorship and career guidance significantly influence motivation. Likewise, the theme of experiencing structured pathways to advancement echoes the teachers' acknowledgment of systemic efforts to support growth. However, the themes highlighting challenges and the need for coping strategies indicate that motivational support is not uniformly experienced and may depend on the consistency and quality of administrative engagement.

Taken together, the findings advocate for a systemic approach where professional development initiatives are designed to meet the motivational needs of teachers. This includes reinforcing the roles of school administrators in mentorship and career planning. Doing so can enhance teacher motivation, foster job satisfaction, and reduce attrition. In turn, these improvements can contribute to better student outcomes, as motivated teachers are more likely to be engaged, effective, and committed to their roles. A supportive administrative culture that prioritizes both professional and personal growth of teachers is, therefore, essential to sustaining educational quality and effectiveness.

4. Conclusion

The teacher-respondents, through this study, made a significant contribution to the career progression and professional development status of teachers in Tarangnan District and the province of Samar, which mirrors the situation of other elementary and secondary teachers in the countryside.

1. The predominance of female public teachers reflects societal norms associating teaching with women. Civil status, particularly being married, presents challenges in balancing personal and professional responsibilities. Household size showed no significant effect on career progression. Very few teachers have attained the Master Teacher I position, indicating limited career advancement opportunities. Teachers hold coordinator roles, suggesting that while not in higher positions, teachers still take on multiple responsibilities beyond classroom instruction. Length of service stresses that tenure alone does not determine effectiveness. Furthermore, there is a clear mismatch between teachers' educational attainment and their roles, and despite attending some training sessions, significant gaps remain in professional development opportunities that align with teachers' needs and career growth.

2. The teacher-respondents demonstrated high levels of motivation for career progression, aligning with expectancy theory. They believe that professional development leads to positive outcomes (expectancy), recognize its impact on their careers (instrumentality), and value career advancement (valence).

3. The relationship between teachers' motivation for career progression and their profile suggests that most demographic factors have limited influence on motivation levels. However, educational attainment stands out as a significant predictor, particularly in shaping the value teachers place on their careers, highlighting the need to expand professional development opportunities.

4. The role of administrators in guiding their teachers highlights a generally positive trend that demonstrates effective implementation of practices aimed at guiding teacher improvement, alongside notable efforts in providing individualized career counseling and educational support. The emphasis on clear communication about competence qualifications and career progression further illustrates a commitment to transparency.

5. All three dimensions of motivation—expectancy, instrumentality, and valence—are strongly linked to administrative actions in both mentorship and career guidance. The results indicate that when teachers perceive their efforts as leading to meaningful outcomes, and when this perception is supported by consistent mentorship and clear career pathways, their motivation is significantly enhanced. Among the three dimensions, valence showed the strongest correlation, highlighting the critical importance of aligning career rewards with what teachers truly value.

6. The teachers' narratives revealed that career progression within the Department of Education (DepEd) is a complex, multifaceted journey influenced by both institutional structures and individual agency. The five emergent themes—structured pathways, professional development, emotional and practical challenges, coping strategies, and personal drive—highlight the dynamic interplay between systemic support and personal resilience.

5. Recommendations

1. Public school teachers- elementary and secondary- should make it a point that the programs they will be enrolling in are aligned with their specialization. They could seek more guidance from their school administrators along career progression and professional development. To achieve the goal of a better path for career progression and professional development, one may create a program that will serve as

a comprehensive guide. This program should include workshops, mentorship opportunities, and access to resources that cater specifically to the needs of teachers. By investing in such developmental initiatives, educators can cultivate their skills, improve student outcomes, and ultimately contribute to a more robust educational system.

2. School Administrators may learn to be more compassionate with their teachers, particularly when they are studying. They may be allowed to comply with the legitimate requirements of the postgraduate programs require. Also, they could be flexible in the time on task of the teacher (e.g. service credits provision and make-up classes schedules) and be able to appreciate the professional development that the teacher is pursuing. Moreover, school administrators could actively promote the importance of professional development and lifelong learning, setting an example for their teachers by engaging in their educational pursuits. By acknowledging and supporting the efforts of teachers to advance their education, school administrators not only enhance the skill set of their staff but also strengthen the overall quality of education provided to students. Likewise, it is best if the school administrators create partnerships with local universities or educational institutions that can provide teachers with additional resources and networking opportunities.

3. School administrators may play an active and intentional role in fostering teacher growth through structured mentorship and personalized career guidance, ultimately contributing to a more motivated and professionally fulfilled teaching workforce.

4. Policies and programs may provide clear advancement opportunities may address the emotional and practical realities faced by educators, ultimately fostering a more supportive and empowering professional environment.

5. Future researchers may examine the factors contributing to the delay of the implementation of career progression among teachers. This includes investigating systemic issues, such as inadequate funding for professional development programs, insufficient administrative support, or bureaucratic hurdles, that may hinder teachers from advancing in their careers. Additionally, they may consider the impact of policy changes at the local, state, and national levels that may influence career pathways for educators.

The findings of this study yielded a contextualized plan that would benefit teachers in Tarangnan District for their career progression and professional development plan. Hence, the researcher crafted a Contextualized Career Progression and Professional Development Plan tailored to the unique needs and circumstances of the local educators. This plan includes structured mentorship opportunities, targeted training sessions on classroom management and innovative teaching methods, and pathways for obtaining advanced degrees and certifications. Additionally, it emphasizes the importance of career progression and professional recognition as motivators for career advancement. By integrating continuous feedback

from teachers and aligning with the Department of Education goals, this plan aims to create a supportive environment that fosters personal and professional growth, ultimately enhancing the overall quality of education in the district.

1) Title

Contextualized Career Progression and Professional Development Plan

2) Rationale

This study aimed to create a Contextualized Career Development Plan (CCDP) as a personalized framework that supports individual teachers particularly in the Tarangnan District for their professional progression and career advancement within the specific context of their work environment. The CCDP aims to align career development strategies with the unique needs, challenges, and opportunities present in the individuals' educational settings.

By contextualizing the career development plan, the study seeks to ensure that it addresses the realities faced by teachers and educational professionals. This includes recognizing the diverse skills required in different teaching contexts, the weaknesses of the teachers, the influence of school culture, and the availability of resources for professional development.

Teachers have to check themselves as to their weaknesses in the following skills so they would be able to plan out certain training and career advancement in the future. Such skills are Teaching Skills, Assessment Activities, Research Work, Effective Classroom Management, Strong Communication Skills, Passion for Student Engagement, Areas for Improvement, Technology integration, Curriculum design, and Leadership skills.

The plan is designed to help teachers identify their career goals-short-term goals and long-term goals, assess their current skills and competencies, and outline actionable steps for achieving their aspirations. This may involve participating in targeted training programs, seeking mentorship, or engaging in collaborative projects that build both individual and collective expertise within their educational institution.

For the long-term goals of the teachers, they may engage in any of the following:

1. Obtain a leadership position (e.g., department head, team leader).
2. Complete a master's degree in education or a related field.
3. Present at a local or national education conference.

Both short-term and long-term goals should have a timeline so that teachers would be able to meet it in accordance to what they have indicated. In this way, teachers can systematically track their progress and stay accountable to their objectives. Establishing a timeline creates a clear roadmap for teachers, helping them prioritize tasks and allocate time effectively to achieve their goals.

Moreover, having specific deadlines encourages teachers to stay focused and motivated, allowing them to break down their goals into manageable steps. This structured approach can also facilitate regular reflection and adjustment, enabling educators to evaluate what strategies are working and what may need to be modified. As they reach milestones along the timeline,

teachers can celebrate their achievements, reinforcing their commitment to professional growth. This practice of setting and reviewing deadlines not only promotes accountability but also instills a sense of progress and accomplishment, which is crucial for sustaining motivation over time. Additionally, by monitoring their advancements, teachers can identify areas of strength and opportunities for further development, guiding their future learning endeavors. Such a reflective process fosters a growth mindset, encouraging educators to embrace challenges and view setbacks as valuable learning experiences.

Furthermore, this sense of progress can enhance collaboration among colleagues, as teachers share their timelines and achievements, fostering a community of support and encouragement. Ultimately, the combination of clear goals, regular reflection, and shared celebrations can create a positive feedback loop that greatly enhances the overall motivation and efficacy of teachers in their professional journeys.

3) Objectives
1. Empower teachers to take charge of their career paths, fostering a culture of continuous learning and professional resilience.
2. Provide a structured short-term and long-term plan for the career progression and professional development of teachers in Tarangnan District.
3. Provide targeted professional development opportunities, mentorship programs, and resources for self-directed learning. The CCDP aims to equip educators with the skills and knowledge necessary to adapt to the evolving educational landscape.

Teacher's CPPD
Career Progression and Professional Development Plan
Short-Term and Long-Term
C.Y. 2026-2028

Name:	Position:
District:	School:

I. SELF-ASSESSMENT

Directions: Put a check mark (/) in the space provided which indicates your weakness/es.

1. Teaching skills	( )
2. Assessment activities	( )
3. Research works	( )
4. Effective classroom management	( )
5. Strong communication skills	( )
6. Passion for student engagement	( )
7. Empathy and Emotional Intelligence	( )
8. Technology integration	( )
9. Curriculum design	( )
10. Leadership skills	( )

II. CAREER GOALS

Directions: Write YES or NO in the space provided to indicate your Short-Term Goals and Long-Term Goals. Write various topics and post-graduate programs that are aligned with your field of specialization. Likewise, supply the leadership position that you intend to achieve.

A. Short-Term Goals (1 year)

1. Attend at least two professional development training workshops

_____

TIMELINE: _____

2. Implement a new technology tool in the classroom

_____

TIMELINE: _____

3. Create a module for the courses handled

_____

TIMELINE: _____

4. Others, please specify: _____

_____

TIMELINE: _____

B. Long-Term Goals (3-5 years)

1. Obtain a leadership position (e.g., department head, team leader)

_____

TIMELINE: _____

2. Complete a master's degree in education or a related field

_____

TIMELINE: _____

3. Present at a local or national education conference

_____

TIMELINE: _____

SIGNATURE: _____ DATE: _____

This initiative not only encourages individual growth but also promotes collaborative practices among teachers, enabling them to share insights and strategies that enhance their teaching effectiveness. Furthermore, by prioritizing teachers' agency in their professional journeys, the CCDP seeks to cultivate a sense of ownership and commitment to their roles, ultimately leading to improved motivation and job satisfaction. In turn, these efforts will have a positive ripple effect on student engagement and achievement, as motivated educators are more likely to create dynamic and inspiring learning environments. Ultimately, the CCDP aspires to establish a supportive ecosystem where teachers feel valued and empowered, thereby reinforcing a sustainable culture of excellence in education.

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