

A Survey on the Role of Principals in Teacher Promotion in the Philippines

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Received: 23 January 2023

Revised: 12 April 2023

Accepted: 25 April 2023

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Abstract

This study surveyed the roles of principals in teacher promotion, challenges and initiatives based on Domain 4 of Philippine Professional Standards for School Heads (PPSSH) and Domain 7 of Philippine Professional Standards for Teachers (PPST). Qualitative research was done with data gathered by focus group discussion with six experienced teachers and interviews with four principals in Philippine public schools. An online meeting platform was used for in-depth discussion of roles, concerns and challenges pertaining to promotion. Results were that principals consistently fulfilled most of their roles stated in PPSSH: personal and professional development; professional reflection; performance management; professional development of school personnel; leadership and development in individuals and teams; general welfare of human resources; and rewards and recognition, except for the professional networks strand. Both teacher and principal participants agree that principals serve as effective models for teachers, with a positive attitude about work, providing technical assistance and opportunities for teachers to assume relevant tasks, according recognition, developing soft skills of teachers, pursuing further study, and self-initiative as promotion requirements. These findings suggest that a career advancement system should include three key competencies: functional, core behavioral, and professionalism and ethics. These should continuously and systematically address concerns of teachers about promotion and better meet organizational needs.

Keywords: The role of principals in promotion, Teacher promotions, Professional development, Promotion challenges, Career advancement system

Introduction

Organizations are composed of people and so acquiring their services, developing their skills, motivating them to high levels of performance and ensuring they maintain total commitment to the organization is essential for the achievement of the organization objectives Obi and Nwabuogookoye (2021). Schools are also an organization which comprises people, teaching and non-teaching personnel that need to advance and enhance their skills and knowledge in order to be updated with the current trends and innovations that happened in the educational system for better delivery of services to school clientele.

Republic Act 9155 or the Basic Education Act of 2001 (Symaco & Bustos, 2022) mandates that the school heads or school principals be the instructional leaders and administrative managers in the school. They guide and lead the school teaching and non-teaching personnel to perform well to better serve the school clientele. Historically, overall responsibility for the school's operation has fallen to a single individual, the principal - a role that through much of the last century has been largely vested in managerial expertise (Portin et al., 2006). Management of school personnel for their personal and professional development was also expected to be one of the roles that school principals had to play. Department of Education Order No. 24 s. 2020 reiterated that School Heads are expected to provide others, most especially the teachers, the means for development such as opportunities to learn, reflect, lead and progress in their profession. Moreover, they must provide an avenue and support teachers to grow professionally and be promoted to the next higher position.

Studies have proven that school heads play a very important role in teachers' empowerment. With her authority and power, teachers may feel valued and appreciated and can ignite or dim their drive towards their roles and boost their confidence to aspire for more career advancements. Teachers are usually busy and taking advancement opportunities may be seen as a burden more than merit as many have grown comfortable with their routines (Ayodele Ajani, 2020).

Recently, the Department of Budget and Management's (DBM) Government Manpower Information System as of February 15, 2021, there are about 26,164 unfilled teaching positions including master teachers and special education teachers, and 3,845 unfilled school administration positions in the Philippines. If school heads are performing their role effectively and efficiently as mandated by law, there must be no unfilled position for teachers and master teacher, headteacher, and principal positions as well. The figures mentioned above showed

that there are lapses and negligence on the responsibilities not only on the part of the teachers but more importantly on the part of school principals to support the development and promotion of teachers to the next higher position. There are instances that teachers do not want to be promoted and be engaged in professional activities. They are reluctant to be promoted because of the lack of relevant pertinent papers needed for promotion. Also, some teachers find satisfaction with their current teaching position and don't want to leave their comfort zone. Some do not want to pursue their graduate studies for several reasons, for example; financial reasons and family responsibilities. Also, there are teachers complaining of the slow process of promotion in the Department that affects their eagerness to aim for higher positions.

In connection with this, this study would like to find out and validate how principals perform their roles and motivate their teachers in their teachers' development and promotion based on Philippine Professional Standards for School Heads? Do they have plans and programs for the professional development of teachers? Also, as for teachers, what are their most common concerns on promotion, and how are these issues being addressed? The results of the current studies would be the basis for the crafting and development of the human resource development plan/ staff development plan. This study aims to investigate the challenges and factors that hinder teachers from aspiring to assume higher positions in public schools and what barriers exist for career progression in order to identify key issues and potential solutions.

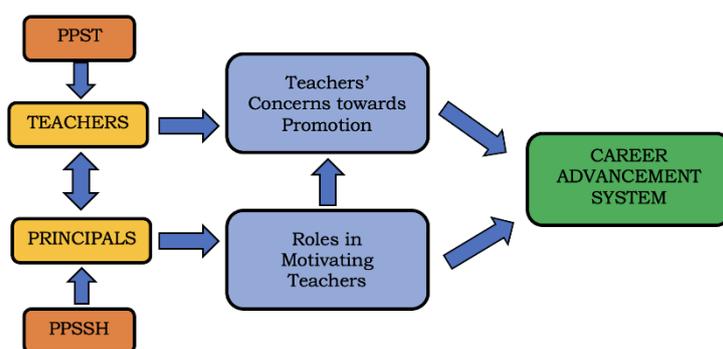


Figure 1. Conceptual Framework

The conceptual framework presents the interrelationship of the following variables that reflects the primary goal of the research that will be the basis and guide upon descriptions and further discussions of the professional development of teachers. It illustrates the interrelationship of the teachers and the principals. The teachers have the Philippine Professional Standard for

Teachers (PPST) to guide them in improving their personal and professional attributes. It has 7 domains collectively comprising 37 strands that indicate more particular practices of the teachers while principals have the Philippine Professional Standards for School Heads (PPSSH) has 5 domains that comprise 34 strands that indicate specific dimensions of school leadership practices. Both standards are related to each other, particularly in professional development. The researchers explored the principals' role in motivating teachers and teachers' concerns towards their promotions and its relationship. In line with this, addressing the various indicators would help to improve the teachers' abilities and skills not only in delivering instruction but also as holistic individuals. This may result in a career advancement system of the principals for their teachers.

This study aims to answer the following questions:

1. How do principals perform their roles and motivate their teachers in their teachers' development and promotion based on PPSSH?
2. What are the most common concerns of seasoned teachers on promotion and how are these issues being addressed?
3. What career advancement system can be proposed for principals that will be used for teachers?

Literature Review

Teacher professional development involves all learning opportunities that enable teachers to adapt to changes in the education system and increase their effectiveness (Malipot, 2020; Smith & Gillespie, 2007). In this age when the success of the education system was evaluated with the success of the students, it was determined that the teachers had a significant effect on the success of the students (Karacabey, 2021; Scheerens, 2010 cited in Fatih, 2020). Meanwhile, the principal is responsible for the professional development of the teachers and other school personnel. It also includes creating an atmosphere that would encourage school staff to be motivated to advance in one's career. For this reason, the attitude of the managers and their efforts towards professional development can increase the motivation and opportunities of the teachers (Fatih, 2020). Department of Education Order no. 29 s. 2002 reiterated that promotion refers to the advancement of an employee from one position to another with an increase in duties and responsibilities as authorized by law and usually accompanied by an increase in salary. The principals are also charged with the responsibility

of encouraging career development among the staff. The study findings indicate that this is a role that the principals are not keen on. Almost half 57 (47.1%) of the respondents disagree with the fact that Principals as human resource managers are supposed to encourage staff to develop their careers. This implies that in half of the secondary schools, Principals do not carry out this role. Therefore, the members of staff stagnate in one level till they retire (Emily, 2015). Moreover, Section 1 of the Magna Carta for Public School Teachers or Republic Act 4670 states the provision of the law provides the state policy “to promote and improve the social and economic status of public-school teachers, their living and working conditions, their terms of employment and career prospects.

In any industry, professionals may consciously or unconsciously aspire to do better, become better, and be in better positions at their jobs. However, Zamir (2018) and Paul (2016) stated that promotion is a personal choice that depends on which organization they are in, as relationships and conflicts with school administrators and staff are considered a major factor for one to want to get promoted. This also entails mindset and identity changes as it requires systemic change and personal courage in a supportive environment (Parker et al., 2018). For this, we can say that trust and appreciation by the school head and support from fellow teachers empower them to move forward with their careers. Paul (2016) supported this by stating that a relative number of teachers struggle to access, retain and succeed because of these factors.

In addition to that, Wanelik et al. (2020) stated that socioeconomic background, financial barriers, gender (females and LGBT+), and interests especially among minority groups may also impede so he suggested that mentoring from diverse networks paired with perseverance may help to achieve success. Tulo and Gempes (2016) and Munchanje et al. (2016) added that high levels of competency potential, career progression, training perspective on methodology, and exposure to professional development are highly relevant hence they suggested that teachers should continually update their education for them to be confidently bullish towards promotions. However, Ngaruiya et al. (2015) and Muller et al. (2021) posed that teachers’ personal characteristics towards career progression should also be systematically addressed and supported.

From another perspective, Shah et al. (2020) reiterated that female teachers take pride in their professional development and are positive towards their work but complained about the biased attitudes of their counterparts. While Shinozaki (2017) insisted that there is gender-based career inequalities, Tantawy (2020) stated that regardless of age, length of service and gender, a professional development program that caters to both novice and seasoned teachers

should be one of the most important priorities of the school head. Additionally, Parker et al. (2018) suggested that a design and delivery of a career progression program to support career advancement is needed for teachers to continue to move forward as they improve their professional performance and commitment, personal qualities, students' outcomes, and career progression.

To support that, Tanaomi and Asaadi (2017) advocates the idea that a career advancement system should be developed which includes organic governance for faculty to have better control and input in their evaluation and clear quantitative parameters for transparency and clear expectations while Risner et al. (2020) and O'Connell and McKinnon (2021) suggested that using a mentor/mentee model could greatly help to overcome through barriers.

On the other hand, professional development of teachers does not only rely on their attitude and their satisfaction, but it is about the process of how the student learning will increase. In a study conducted by Desimone & Garet (2015), they found that one of the five key features among the best practices in teachers' Professional Development was leadership as it motivates their teachers to execute all the strategies and methods they learned. Moreover, an optimistic school climate was a factor in the professional development of teachers (Postholm, 2012). The school organization and the teachers show an impact in teachers' learning to become effective and efficient in their respective schools. It means that teachers can perform well if they have a good relationship with their colleagues and school heads in a harmonious school environment.

Moreover, Darling et al. (2017) presented the seven features of effective professional development. One of the seven features is focused on coaching and expert support from school heads that help teachers to boost their confidence in teaching. It can be noted that their relationship provides a harmonious relationship in their workplace. A typical issue on this is promotion bias or favoritism of school heads that have an impact on the working environment of the teachers or even in their staff that aggregates the school's productivity. The preference of both teachers and principals perceives the impacts on the teachers' behavior. The biased decisions of principals result in the misallocation of human capital resources and demoralizing their employees (Li, 2019). This is why the education vision in 2023 labelled that the principals' support the professional development of their teachers by creating innovative programs, monitoring the teachers, seeking advice from the experts, and providing research tasks and that principals of the male teachers were more supportive than their counterparts (Karacabey, 2020).

Moreover, reflective practice is a tool to endorse professional development of teachers as it will help teachers to assess themselves and to reflect on, in, and for action to become reflective practitioners with knowledgeable supervision from colleagues and school heads and a positive climate that encourages collaborative and collegial practices (Diasti & Kuswando, 2020). In line with this, Kong (2018) attested that teacher community practices help to uplift their professional development by providing activities that improve not only their teaching and research writing skills but also in creating a positive environment with their co-teachers as this strengthens the interaction and exchange of ideas among the group.

One could also say that principals have a significant influence on the development of their teachers. The professional development of teachers was a responsibility and an integral part of both parties, the principals, and the teachers. In addition, principals have a significant role in the teachers' development but the teachers themselves are primarily responsible for their professional growth (Bredeson, 2000). The primary role of the principals in professional development are creating leadership capacity among the teaching and non-teaching personnel in their school, building a harmonious learning environment, and nurturing the teachers. To add, the professional development of teachers in an institution is an unceasing process that will broaden the existing knowledge, upskill the competencies and abilities, and establish good attitudes and values (Mukan et al., 2019) and the school principal can support and provide an advantageous innovation in subject panels and networks for teachers to improve themselves in school settings that will sustain and solve the challenges encountered by the teachers in their practices (Mumhure et al., 2020). Moreover, the study shows that administrators' leadership affects the professional development of teachers in accordance with the factors namely, creativity, integration, and advanced technology (Cockpim & Somprach, 2019; Giraldo, 2021). Hence, both administrators' leadership and management and teachers' behavior are completely related to the personal and professional development of teachers.

On the whole, school heads play a very important role in teachers' empowerment. With her authority and power, teachers may feel valued and appreciated and can ignite or dim their drive towards their roles and boost their confidence to aspire for more career advancements. Zamir (2018) stated that many only see teaching as a lifelong career in its declarative sense and that promotion is one's all work-related experiences and school administrator and staff is a major factor to the promotion and that interpersonal conflicts impede their desire to move forward.

Methodology

The study is qualitative in nature and participants were purposely selected to further understand the practices and reasons of human experiences as it allows researchers to probe deeper into their experiences, phenomena, and context (Cleland, 2017). The respondents were 6 seasoned public-school teachers (minimum of 7 years in service) and 4 public school principals with at least two years in the position. The interview questions underwent validation from 3 field experts and pilot-tested to ensure that the scope of the study was covered and participants' responses will be clear and concise. The researchers sought their consent before data gathering. The teachers participated in a focus group discussion via Google Meet and the principals were interviewed individually through the same platform. The interview questions utilized were about personal and professional development of teachers and how principals take part in these. The participants' answers were recorded, transcribed and carefully analyzed through themes and categories employing a text-based format and posed no ethical risks to all participants (Marsh, 2018).

Findings and Discussion

Research Question 1

How do principals perform their roles and motivate their teachers in their teachers' development and promotion based on Philippine Professional Standards for School Heads?

The interviews with the principal respondents showed that they proactively motivate their teachers to get promoted as stated in the following domains in PPSSH and PPST;

Moreover, six themes that are aligned with these strands emerged namely, 1) Principals as Models and Teachers' Positive Attitude Towards Work, 2) Consistent encouragement to promotion and teachers' profile, 3) Technical Assistance (Information Dissemination of Requirements and Qualifications for Promotions and Committee Assignments, 4) Develop Teachers' Soft Skills, 5) Giving Rewards, Recognition and Appreciation, and 6) Understanding the value of personal and professional development and Self-initiatives for professional development. Moreover, the researchers looked at the PPSSH and PPST alignment in the practices of different school principals to their teachers based on the answers of the respondents and the emerging themes.

Principals as Models and Teachers' Positive Attitude Towards Work

Principals act as models for both instructors and students. In their daily interactions, they demonstrate the significance of hard labor, a positive attitude, and motivation. Principals motivate their teachers to express pride with their tasks and strive for excellence by setting a positive example. A positive mindset among teachers, on the contrary, can be a potent instrument for fostering respect for one another and efficiency in the classroom. In addition, principals can cultivate an encouraging work atmosphere through offering teachers the resources and support they need to perform their duties effectively. Principals can contribute to a positive work environment by acknowledging and rewarding teachers for their hard work, providing professional development opportunities, and giving support during difficult times. This environment can motivate instructors to strive for excellence and foster an atmosphere that encourages teamwork and positive thinking.

The principal participants stated that walking the talk cannot be underestimated as this encourages and motivates teachers to aspire for better positions. They mentioned that they should practice what they preach so that they could encourage their teachers to aim for promotion. Principal 1 (P1) and Principal 3 (P3) had consistently stated during the interview - that school heads should be great examples to their teachers that they, before they can encourage anyone to pursue further studies, have to pursue one, as well. In the same way that school heads should be role models not only in educational qualifications but also with their attitude and values towards success. Principal 2 (P2) and Principal 4 (P4) mentioned that school heads can better motivate their teachers if they can communicate well with and be an inspiration to them. They also reiterated that in order to motivate teachers to aim for promotion, a true leader should have excellent values. P2 stressed that a school head should never be jealous but must be assertive to his/her teachers' success. Moreover, the principal respondents posited that telling their teachers their life stories on how they got to their positions strengthens their will to aspire to furthering their positions. After all, their teachers look up to them as their personal and professional mentors and leaders and inspiration.

On the other hand, the teacher participants described their relationships with their principals by citing scenarios. Teachers 4 and 5 said that their hard work is always appreciated and praised by their principals and are usually given assignments that strengthen their positive relationships and trust with their principals. In addition, Teachers 2 and 6 stated that they have no issues with their principals and have good relationships with them. Teacher 6 also added

that their principal is like a mother to all of them. Meanwhile, Teacher 5 made a point that his own attitude and low motivation towards promotion hindered him from getting promoted and his wife, who is also a teacher, helped him to prepare the necessary documents for promotion.

Consistent Encouragement to Promotion and teachers' profile

Consistent encouragement is vital for the promotion of teachers. Pushing teachers to take a master's in education, offering them the resources they need to succeed, and recognizing them for their efforts can all contribute to the motivation and advancement of teachers' careers. In addition to consistent encouragement, teachers ought to have access to chances to foster professional development. Similarly, teachers deserve access to an exhaustive profile. A profile will contain information about a teacher's qualifications, experience, and accomplishments, as well as their career objectives.

The principal participants believe that like them, their teachers would also like to receive higher salaries as monetary benefits could somehow ease most of their worries at home and will definitely make them happier at school. Unless a teacher gets promoted, his/her salaries will remain almost stagnant even if they have been in service for more than a decade. P1 and P4 believe that money matters and it is one of the most important goals for promotion as it makes teachers happy at work. However, this will not happen unless they pursue further studies, conduct research and innovations, attend relevant training and seminars as these are the requirements for promotional ranking in the department. The competition for promotion, they say, is tough and if they do not have enough of these mentioned requirements, they will be outranked by even a new teacher who has these qualifications. It is also agreed by the teacher participants that the principal encouraged them to pursue their graduate studies as this will speed up their promotion. They also admitted that their principals consistently boosted their morale to finish their graduate studies that will elevate their personal and professional attributes.

Moreover, P1 reiterated that in order to identify whether a teacher would want to be promoted in the future, school heads should consider what career paths teachers want to take as this will greatly help them make sound decisions especially on assigning who will attend to different tasks and positions, training and seminars or even scholarship grants. This is to ensure that all tasks done at school will all be benefited by everyone accordingly, P1 added. In addition, P4 ensures that all teachers get the chance to be assigned to attend

training and seminars by keeping a record of their participation to any and she diligently reviews her teachers' qualification for promotion so she can easily help them prepare for their promotion rankings. They said it is their simple way of helping them out.

Technical Assistance (Information Dissemination of Requirements and Qualifications for Promotions and Committee Assignments)

Supporting teachers in remaining apprised and competitive through the distribution of criteria and requirements for promotions as well as committee assignments may prove advantageous.

The principal participants also mentioned that giving their teachers proper technical assistance and information on the documents needed to prepare for promotion and the whole process of submission could immensely motivate them to aim for promotion. They say that if their teachers know these, they could be well-guided as to what steps they will be taking to achieve it in the near future. P1 and P3 also emphasized that guiding the teachers about the salary grades can greatly motivate them, while P1 said that teachers should know the difference between promotions done by Equivalent Record Form (ERF) and promotions by ranking so they know how to prepare for any of these. Early preparation of documents allows them to better prepare for other requirements. Moreover, P3 mentioned that she informs her teachers about the vacant positions and encourages and helps them to prepare.

In this regard, the principal participants agreed that they should know their teachers' capabilities and potentials, not to mention their aspirations on promotions so they could appropriately assign them to committees or departments that they can lead productively or assign them to coach students to varied competitions. This does not only benefit the school but prepares the teachers for higher positions as they take leadership roles within the school, district or even division. P3 also stated that she needs to know what her teachers' qualifications are and other professional and personal needs so that she can appropriately help them which is why she initiated the crafting of their school's program for teachers' professional development while P1 had endorsed their school's promotion selection board. Moreover, P2 helps his teachers build their confidence (personal) and professional qualifications by establishing a culture of research and innovation at his school of assignment. He says that this is something that most teachers lack in producing and that this is his way of preparing them towards promotion. All of the principal respondents agreed that building their teachers' research and innovation skills can give them a good leap towards promotion.

Furthermore, Teacher 1 agreed that principals have direct and indirect contributions in their promotions by providing them with opportunities to lead and take on assignments to which Teachers 1 and 2 strongly concur to willingly accept without complaint whatever tasks are assigned to them. These are one of the primary factors that could ease the processes of promotion- having enough exposure to lead and perform tasks in varied committees at school or even in their districts. Aside from words of encouragement from their principals, these will yield to gaining pertinent papers for promotion.

Develop Teachers' Soft Skills

Soft skills have been a crucial component of a teacher's arsenal. These skills may help teachers in establishing connections with students, handling difficult situations, and enhancing their entire effectiveness as teachers. Teachers may establish a more productive, engaging, and fulfilling learning environment for their students by nurturing soft skills.

Along with the educational qualifications which the teacher and principal participants emphasized all throughout the discussion, they affirm the importance of developing their teachers' soft skills as these could help them get through with the demands of their job. As defined by Doyle (2020), soft skills are personal attributes necessary for success and are characterized by his/her social relationships, namely, adaptability, communication, creative thinking, dependability, work ethic, teamwork, positivity, time management, motivation, problem-solving, critical thinking and conflict resolution skills and can be developed by making the teachers handle varied leadership roles within the school and out.

He then declared that he develops his teachers' soft skills by assigning them to certain committees with consideration of the different criteria in the promotion ranking and makes sure that he strategically assigns them to committees where they can perform well so it is crucial to know the teachers' strengths and weaknesses. Moreover, he continuously makes sure that the teachers conduct their Learning Action Cells (LAC) sessions and in-service trainings where teachers are given opportunities to become resource speakers and trainers. Taking on these responsibilities are a great means to develop their personal and professional skills.

Giving Rewards, Recognition and Appreciation

Rewards, recognition and appreciation are great ways to motivate teachers and show them that their hard work and dedication to their profession is valued.

Of the four principal participants, only P2 mentioned giving rewards and recognition to his teachers. He affirms that it is crucial to recognize their hard work as this will keep their motivation on fire and would inspire others to do the same and more. He inspires his teachers by giving school-based awards, recognition, or even appreciation which is one of the criteria in promotion ranking of teachers. This is one of the values that the principals want to instill in their colleagues which is to appreciate and recognize the hard work of every teacher.

Understanding the value of personal and professional development and Self-initiatives for professional development

Personal and professional development is necessary for the success of every person, team, or institution. It entails establishing goals while taking action to enhance abilities, expertise, and skills in order to attain desired objectives. Similarly, self-initiatives for professional development serve as vital for anyone seeking career advancement.

Principals give value in the personal and professional development of their teachers by conducting School Learning Action Cells (LAC) Session and In-service training which was based on teachers' needs assessment survey. This helps the administration and teachers to determine and raise problems and provide solutions for. These teachers' developments could benefit all the stakeholders, especially the learners. In line with this, the teacher respondents have stated that their self-initiative to pursue their graduate studies not only for their personal and professional growth but also will result in higher salary grades upon promotion. This was affirmed by Teachers 4 and 5 who want to get promoted for self-satisfaction and financial gains. Aside from pursuing their graduate studies, they also conduct research and innovations, and engage in speaking for training and seminars. In addition, Teacher 5 expressed interest to learn how to conduct research and improve the crafting of learning materials. After all, the success the teachers perceive still depends on how much effort is exerted.

In addition, Principal 2 emphasized that he consistently reminds and makes his teachers about the importance of upgrading their personal growth and development and that education is a continuous learning while Principal 3 reiterates the value of attending and participating in webinars and training provided by all levels of office (division, region and central) in the Department of Education. The importance of personal and professional development can never be underestimated, and this is a known fact to all teacher and principal respondents.

Research Question 2

What are the most common concerns of seasoned teachers on promotion and how are these issues being addressed?

The researchers found out that the principals had always motivated their teachers and are also the teachers' challenges and common concerns on promotion. During the Focus Group Discussion (FGD) and the interviews, the respondents repeatedly talked about their educational qualifications, age of seasoned teachers, teachers' overall competence and ICT skills, personal and professional development opportunities, and organizational politics.

Educational Qualification - Consistent reminders and encouragement to take on further studies

The principal participants have repeatedly recapitulated that no matter how much they wanted to get their teachers promoted, if they did not pursue further studies, nor continue to be engaged in taking on leadership roles and participating in other professional activities, they cannot help them at all. This is why they consistently reminded them of enrolling in graduate school to comply with this requirement for promotion while teacher participants agreed that they had to have a strong desire to pursue further studies to really be promoted.

In addition to this, P1 and P2 stated that some of their seasoned teachers do not want to get promoted because of their age. P1 stated that some of her teachers get intimidated and insecure with the newer teachers who are armed with a masters' degree as they enter the public school system and P2 confirmed that the same is true with some of his seasoned teachers who had been in service for so long and still holding entry-level positions. Moreover, she quipped that along with their ages comes their overall competence especially with their ICT skills which is very much needed nowadays. She said that only two out of all her seasoned teachers can use the computer very well to which P2 agreed that this truly hampers their motivation to get promoted. He mentioned that some of his teachers were unable to pursue higher degrees due to monetary concerns, leading them to remain stuck in their initial roles. To support them with both personal and professional development, he offered other options such as Learning Action Cells sessions and in-service training. He quoted that he helps them by exposing them in making innovations and conducting research and that if his teachers are given these opportunities, they will become motivated to advance in their teaching careers to which P3 admitted her teachers lack. This leads to teachers' other challenging factor- their

attitude towards promotion so she initiated a project she called Teacher Readiness in Applying Comprehensive Knowledge (TRACK) by regular conduct of Learning Action Cells (LAC) sessions and consistent attendance to webinars organized by the division and regional offices. Doing these activities help teachers gain relevant certificates and achievements for future promotions.

Meanwhile, the teacher participants agreed that there are a lot of challenges they encountered to get promoted. They affirmed their personal career path will propel them towards promotion but vacancy of items in a specific school or division office could change their plans and even motivation to step further in their careers. Teacher 4 stated that even if one had all the pertinent papers needed for a certain position, if there is no vacancy, one will never be promoted. In addition, she stated that some principals are incompetent and who don't know about the promotion guidelines for ranking and evaluations.

Furthermore, organizational politics which is a political issue in the Philippines when an official favor one who is less qualified than others, similar to favoritism but sometimes because someone close or powerful asked them to favor. This according to Teacher 6 had dampened his interest in getting promotions. He said that as a teacher, he needs to do everything for his principal to know him and do him a favor. Moreover, self-motivation or initiative was also discussed by teacher 6 that even if the principals consistently encouraged the teacher, he/she still needs to prepare and submit his/her pertinent papers, hence if one does not have self-directions, he/she cannot get promoted at all. However, during the discussion, Teacher 5 stated that "seniority basis" hindered and discouraged them from getting promoted. This is when the principal prioritizes the senior teachers even if they do not have enough relevant documents to get promotions.

In the bargain, P2 mentioned about the tedious process of promotions wherein teachers need to secure their collegiate or graduate school records and renew their teaching licenses in Professional Regulation Commission (PRC) offices in other towns or cities. He said that this takes much of his teachers' time and effort as they had to take a leave of absence for a day or two to be able to do so. This concern has been gradually resolved by the commission via the use of the internet technology as the PRC license can now be delivered to the doorsteps but still more progress should be seen in distant areas like their island. Hence, DepEd should also look into this.

Furthermore, principals expressed their aspirations not only for themselves but also for their teachers and schools. Professional development is one of the primary priorities of

their leadership. They consistently agreed that teachers need to be promoted and it was confirmed in the statement of P1 which stated that *“teachers for them have to be promoted, and that their services, their dedication, their commitment as a teacher should be recognized”*. In addition, the principals also wanted to uplift their schools by improving the academic performances of the learners and strengthening stakeholder partnerships and developing physical facilities of the school to achieve child-friendly schools. Meanwhile, the principal's aspirations for themselves were that they were eager to be promoted for higher positions from principal 1 to principal 4, earn a master's degree, to balance work and family time, happy with their profession, and to have a collegial working environment with and among their colleagues.

Research Question 3

What career advancement system can be proposed for principals that will be used for teachers?

With the responses given by the principal and teacher participants, a career advancement system that covers the domains and strands of the Philippine Professional Standards for School Heads (PPSSH) and Philippine Professional Standard for Teachers (PPST) is needed to ensure promotion for seasoned teachers. Since most of them are still not knowledgeable about the contents of the Professional Standards for School Heads (PPSSH) and the Philippine Professional Standard For Teachers (PPST), the agency is encouraged to gradually discuss them in LAC sessions and in-service training. It can be noted that among the strands, there was no initiative mentioned for professional networks and only one principal mentioned about giving awards and recognition, hence a structured and systematic career advancement system is called for so that principals will consciously address the needs of their teachers for promotion as stated in each strand of Domain 4 of the Philippine Professional Standards for School Head (PPSSH).

As for Maranto et al. (2017), there is a need to initiate a non-biased career development system especially on the gendered dimension of school administration which Peterson (2020) agreed that this will improve the teachers' skills, acquire knowledge, and new skills for the ever-changing educational situations. Not only will this help teachers grow in their career, it can also invigorate them to aspire for greater and further development, extend their tenure in the organization and most importantly, as consistently mentioned by the respondents-better financial status. He also stated to consider the following key elements, namely, organizational needs, employee competence and employee passion.

To be able to come up with a sound career advancement system, the school principal should profile his/her teachers well. She/he needs to conduct a needs assessment survey to determine his/her deficiencies in terms of professional and personal aspects, aspiration or career ambition and paths so they could continually upgrade or upskill his/her teachers. This will also guide the supervisor, school head, and other school personnel to identify appropriate initiatives, agenda and actions to be incorporated in their school's improvement plan (SIP) and annual implementation plan (AIP).

The researchers propose a career advancement system that can holistically address the promotion requirements of teachers as stated in the Philippine Professional Standards for School Heads (PPSSH) and Philippine Professional Standards For Teachers (PPST). This includes three key areas namely, Functional Competencies, Core Behavioral Competencies, and Professionalism and Ethics. Developing the teachers' functional competencies means creating opportunities to all school staff to enliven their career through proper information dissemination, profiling of teaching and non-teaching staff based on their educational background, skills, training attended and personal attributes, conducting training workshop on research and innovations and tapping school stakeholders for the scholarship of teachers and non-teaching staff for graduate studies through regular Learning Action Cells (LAC) sessions and in-service trainings. Meanwhile, developing core behavioral competencies intends to set personal goals and directions, needs and development which can be done by writing Individual Plan for Professional Development (IPPD) and conducting job-embedded activities for career pathing of teachers. Furthermore, the development of professionalism and ethics which would compel teachers to act with a sense of urgency and responsibility to meet the organizational needs, improve systems and help others improve their effectiveness through applying a new learning from various training and development and pursue graduate studies to better serve school clientele and advance one's career.

To essentially comply with domain 4 of the Philippine Professional Standards for School Heads (PPSSH) and domain 7 of the Philippine Professional Standards For Teachers (PPST), school principals should first identify what their organization and teachers need in order to come up with a well-fit career advancement system that is unique for their schools' needs.

Conclusion

This section presents the conclusion of the study based on the results and discussions generated from the response of the participants. As to how the principal performs their roles and motivates their teachers in their development and promotion based on Philippine Professional Standards for School Heads (PPSSH), the majority of the principals encourage their teachers and motivate them to pursue graduate studies to be promoted. The principals are the role model of the teachers. The principal life story serves as an inspiration to the teacher-respondents to aim for promotion. The teachers look up to their principal as their personal and professional mentors and leaders. Some of the principals provide technical assistance, information dissemination on different pertinent papers needed for promotion. Also, giving information about monetary compensation helps the teachers to aspire for promotion. Not many of the principals know their role as stated in Philippine Professional Standard for School Heads (PPSSH). However, the assignments and other ancillary tasks given by the principals to their teachers hone their soft skills like leadership skills, confidence, and other personal attributes. The Learning Action Cell (LAC) and in-service training attended by the teachers also helped them to develop their potential and they also acquired necessary documents for promotion on these activities.

On the other hand, the most common concerns of seasoned teachers on promotions and how these issues are addressed, educational qualification is the topmost important criteria for promotion. Teachers need to pursue graduate studies to be promoted. Some of the principal - participants stated that seasoned teachers do not want to go back to school for further studies that is why they are not promoted even if they are in the service for so long. Some of the teachers cannot enrol in graduate studies because of financial reasons. Some are intimidated and insecure with the new teachers. Teachers are technologically challenged, and more novice teachers are promotable in terms of educational qualification than the seasoned teachers.

Meanwhile, the teacher-participants reiterated that no vacancy for higher position in their school affects their career prospects. Organizational politics and the lack of knowledge about the policy on promotion in the department also hinder their promotion. Good relationships with principals and colleagues are important to speed up promotion.

Furthermore, it is proposed that teachers should be supported in their career advancement through a system which holistically addresses their promotion requirements as outlined in

the Philippine Professional Standards for School Heads and Philippine Professional Standards for Teachers. This system includes the development of their functional competencies, core behavioral competencies, and professionalism and ethics. This can be achieved through information dissemination, profiling of staff, training, scholarship opportunities, personal goal setting, job-embedded activities, learning from various training and development, and pursuing graduate studies.

Generally, most of the principal- participants and the teacher-participants wanted their school to be the best school and be known to their division. Majority of the respondents are principals and teachers pursuing graduate studies and aspire to be promoted to the next higher position. The research generally is limited to the experiences of the selected teacher and principal participants. The number of the participants included is limited to their responses in the focus group discussion and interviews and their responses may be well-suited to the context of some public schools in the Philippines.

Based on the findings and conclusions the following are the recommendation:

For the Division Office:

1. Conduct In-service training for the review of Republic Act 4670 also known as the Magna Carta for Public School Teachers, Department Order No. 42 s. 2017 or the Philippine Professional Standards for Public School Teacher, Department Order No. 24. 2020 or the Philippine Professional Standards for School Heads and Code of Ethics Professional for Teachers and Republic Act 6713 also known as Code of Conduct and Ethical Standards for Public Officials and Employees.

2. Monitor judiciously the implementation of the four phases of the Result Based Management System (Department of Education Order No, 2 s. 2015).

3. Help the school heads and teachers to find stakeholders for the scholarship of qualified teachers and school personnel to pursue graduate studies.

For the Principal

Utilize the sample career advancement plan generated from this study.

1. Profile teachers and create a school committee for ranking and promotion (Department Order No. 66 s. 2007).

2. Incorporate in the learning action cell plan the research and innovation (Department of Education Order No. 35 s. 2016).

3. Review and implement together with the teachers the Philippine Professional Standards for Teachers and four cycles of Results Based Management System (Department of Education Order No. 2 s 2015).

4. Create a program that will help teachers to hone their knowledge, skills and attitudes (Department of Education Order No, 24 s. 2020).

5. Create a mechanism for school- based award and recognition (Department of Education Order No. 24 s. 2020).

For the Teachers

1. Utilize and review from time to time the Philippine Professional Standards for Teachers and pursue graduate studies (Department of Education Order No. 42 s. 2017).

2. Always be guided by the issuance about promotion and gradually prepare the documentary requirements for promotion.

3. Conduct research and improve professional networks.

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