



From Promotion to Fulfillment: A Phenomenological Inquiry into the Morale and Job Satisfaction of Teachers under the Expanded Career Progression (ECP) System in the Division of Northern Samar

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Abstract—This study explored the lived experiences of promoted teachers under the Expanded Career Progression (ECP) System in the Schools Division of Northern Samar, with particular emphasis on their morale, job satisfaction, professional fulfillment, continuing challenges, and policy implications. The study was conducted to understand promotion not only as an administrative movement to a higher rank or salary grade, but also as a meaningful professional experience that influenced teachers' motivation, confidence, identity, and welfare. Using a qualitative phenomenological research design, the study gathered data from ten promoted teacher-participants through a participant profile form and semi-structured interviews. The profile data were summarized using frequency and percentage, while the interview responses were transcribed, coded, categorized, and analyzed through thematic analysis. The analysis generated themes that were directly aligned with the research objectives, including experiences before, during, and after promotion; the influence of promotion on morale; its effect on job satisfaction and professional fulfillment; continuing challenges after promotion; and policy implications for strengthening the ECP System. Findings revealed that promotion was experienced as recognition of professional worth, years of service, educational preparation, and commitment to public education. Promotion strengthened morale, renewed motivation, and affirmed teachers' professional identity. However, the results also showed that promotion did not fully remove financial concerns, workload pressure, role adjustment, and concerns regarding limited promotion items. The study concluded that the ECP System is a valuable career progression policy, but its effectiveness depends on transparent implementation, sufficient promotion opportunities, post-promotion support, workload guidance, and stronger teacher welfare mechanisms.

Index Terms—Expanded Career Progression, teacher promotion, morale, job satisfaction, professional fulfillment, educational management, policy analysis.

1. Introduction

Teacher promotion is a major component of human resource management in the public education system because it reflects

professional recognition, career advancement, and institutional reward for teachers who have demonstrated competence, commitment, and years of service. In educational management, promotion is not merely an administrative movement from one position to another; it is also connected to teacher morale, job satisfaction, motivation, and professional identity. When teachers perceive that their efforts are recognized and rewarded fairly, they are more likely to develop a stronger sense of belonging, professional commitment, and fulfillment in their work.

In the Philippine basic education system, the career progression of public school teachers has been strengthened through national policy reforms. Executive Order No. 174, s. 2022 formally established the Expanded Career Progression System for Public School Teachers to promote professional development and career advancement among public school teachers and to define clearer career lines within the public school system (Office of the President, 2022). The Department of Education later issued the Implementing Rules and Regulations of EO No. 174, s. 2022 to operationalize the expanded career progression system and guide its implementation in the public basic education sector (DO 24, s. 2025). These policy developments show the government's recognition of the need to address long-standing concerns on teacher career mobility and promotion opportunities.

The Expanded Career Progression (ECP) System is significant because it responds to the reality that many teachers have remained in the same position for several years despite their graduate education, professional development, performance ratings, and length of service. Through the ECP System, the teaching career path is expected to become more responsive to professional qualifications and career growth. The system is also aligned with merit-based personnel actions, since DepEd Order No. 007, s. 2023 emphasizes recruitment, selection, and appointment processes grounded on merit, fitness, competence, equal opportunity, transparency, and

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accountability (DepEd, 2023). In this sense, promotion under the ECP System is expected to function as both a reward for professional growth and a mechanism for strengthening teacher motivation and retention.

However, promotion must be understood beyond its technical and administrative meaning. While promotion may result in a higher position, increased salary grade, and greater professional recognition, it does not automatically guarantee complete job satisfaction or personal fulfillment. Research on teacher job satisfaction consistently indicates that teachers' satisfaction is shaped by multiple factors, including working conditions, compensation, professional recognition, workload, leadership support, and opportunities for professional advancement (Kule, 2025). Therefore, even when teachers are promoted, their morale and satisfaction may still be affected by financial pressures, increased responsibilities, role adjustment, and continuing workplace challenges.

This concern is particularly relevant in the Schools Division of Northern Samar, where the implementation of the ECP System has created both opportunity and concern among teachers. Based on the initial context of the study, a total of 153 teachers were promoted under the system. However, the promotion process occurred within a wider situation where many teachers were reportedly qualified for advancement, while available promotion items remained limited. This condition raises important questions about fairness, morale, expectation, and satisfaction. For promoted teachers, the experience may bring recognition, joy, and renewed motivation; however, it may also bring new responsibilities and continuing personal, financial, and professional concerns.

This context makes the study timely and relevant. The ECP System is a policy mechanism designed to improve career advancement, but its real value must be examined from the perspective of the teachers who experienced it. A phenomenological inquiry is appropriate because it allows the researcher to understand the meanings that promoted teachers attach to their promotion. It gives attention to their voices, feelings, reflections, struggles, and realizations after moving to a higher position. Through this approach, promotion is not treated only as a personnel action but as a lived professional experience that may influence morale, job satisfaction, and professional fulfillment.

This study, titled "From Promotion to Fulfillment: A Phenomenological Inquiry into the Morale and Job Satisfaction of Teachers under the Expanded Career Progression (ECP) System in the Division of Northern Samar," aimed to explore how promoted teachers in the Schools Division of Northern Samar experience career advancement under the ECP System. Specifically, it sought to understand how promotion affects their morale, how it shapes their job satisfaction, what forms of fulfillment they experience, and what challenges remain after promotion. The study also intended to generate policy implications that may help improve the implementation of the ECP System and strengthen teacher welfare, human resource management, and educational governance.

A. Research Objectives

This study aimed to explore the lived experiences of promoted teachers under the Expanded Career Progression (ECP) System in the Schools Division of Northern Samar, particularly in relation to their morale, job satisfaction, and sense of professional fulfillment. Specifically, the study sought to understand how promoted teachers perceive and experience promotion not only as a personnel action but also as a significant professional milestone that may influence their motivation, workplace engagement, financial outlook, and overall satisfaction as public school teachers.

Specifically, it sought to:

1. Identify the profile of the promoted teachers under the Expanded Career Progression System in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 highest educational attainment
 - 1.5 current position
 - 1.6 salary grade before and after promotion
 - 1.7 length of service in the Department of Education
 - 1.8 number of years before promotion; and
 - 1.9 school or district assignment;
2. Describe the promoted teachers experiences before, during, and after their promotion under the Expanded Career Progression System;
3. Examine the influence of promotion under the Expanded Career Progression System on the morale of promoted teachers;
4. Explore how promotion under the Expanded Career Progression System contributes to the job satisfaction and professional fulfillment of promoted teachers;
5. Identify the challenges that promoted teachers continue to experience despite being promoted under the Expanded Career Progression System;
6. Determine the policy implications may be drawn from the lived experiences of promoted teachers to improve the implementation of the Expanded Career Progression System.

2. Methodology

A. Research Locale

This study was conducted in the Schools Division of Northern Samar, a public basic education division under the Department of Education. The locale was appropriate for the study because it is the division where the promoted teachers under the Expanded Career Progression (ECP) System were officially assigned and where the implementation of the promotion system was experienced within an actual field context.

The Schools Division of Northern Samar provides a relevant setting for examining teacher promotion because it includes public school teachers from different schools and districts who were affected by the implementation of the ECP System. Based on the initial context of the study, there are 153 teachers in the division who were promoted under the system. This makes the

division a suitable locale for exploring how promoted teachers experienced career advancement, how promotion influenced their morale and job satisfaction, and what continuing concerns remained after their promotion.

The local context is also significant because promotion under the ECP System did not occur in isolation. It was experienced within a wider situation involving limited promotion items, many qualified teachers, salary-related concerns, professional expectations, and the continuing realities of public school teaching. Therefore, the Schools Division of Northern Samar serves as an appropriate site for understanding not only the administrative implementation of the ECP System but also its human, emotional, professional, and policy-related implications.

The study focused only on promoted teachers from this division. While the findings may not automatically represent the experiences of all promoted teachers in other divisions or regions, the results may provide meaningful insights into how the ECP System is experienced at the field level. These insights may contribute to the improvement of teacher promotion policies, human resource management practices, and post-promotion support mechanisms in public basic education.

B. Research Design

This study employed a qualitative phenomenological research design. This design was appropriate because the study explored and understood the lived experiences of promoted teachers under the Expanded Career Progression (ECP) System, particularly in relation to their morale, job satisfaction, and professional fulfillment. Phenomenology focuses on how individuals make meaning of a particular experience and how they describe the essence of that experience based on their personal and professional realities (Creswell & Poth, 2018).

In this study, the phenomenon explored was the experience of being promoted under the ECP System. Promotion was not treated merely as an administrative action or movement from one rank to another. Instead, it was examined as a meaningful professional experience that affected the teachers' motivation, emotional disposition, sense of recognition, workplace satisfaction, financial outlook, and professional identity. Through phenomenology, the study gave attention to the voices of promoted teachers and allowed them to describe how they experienced promotion before, during, and after the process.

The qualitative approach was suitable because the study did not aim to test hypotheses or determine statistical relationships among variables. Rather, it gathered rich, detailed, and reflective narratives from promoted teachers. These narratives helped reveal how teachers perceived the ECP System, how they interpreted their promotion, and how the experience affected their morale and satisfaction as public school teachers. Qualitative inquiry is appropriate when the goal of the researcher is to understand meanings, perceptions, and experiences within a specific social or professional context (Merriam & Tisdell, 2016).

Although the study included a participant profile section, the profile data were used only to describe the demographic and professional background of the participants. These profile

variables included age, sex, civil status, highest educational attainment, current position, salary grade before and after promotion, length of service, number of years before promotion, and school or district assignment. The profile were not used for correlation or inferential statistical testing. Instead, it provided context for understanding the participants' experiences.

The main data source of the study was the semi-structured interviews with selected promoted teachers. The interview method allowed the participants to share their experiences in their own words while still allowing the researcher to guide the discussion according to the objectives of the study. The responses were analyzed using thematic analysis, which is appropriate for identifying patterns, categories, and themes within qualitative data (Braun & Clarke, 2006).

C. Sampling Technique

This study used purposive sampling in selecting the participants. Purposive sampling was appropriate for qualitative phenomenological research because the study required participants who had direct and meaningful experience of the phenomenon being explored. In this study, the phenomenon referred to the experience of being promoted under the Enhanced Career Progression (ECP) System. Since the purpose of the study was to understand the lived experiences, morale, job satisfaction, and professional fulfillment of promoted teachers, the participants were individuals who had personally undergone promotion through the ECP System.

The participants were selected from the 153 promoted teachers in the Schools Division of Northern Samar. However, not all promoted teachers were interviewed because the study did not aim to generalize findings statistically. Instead, it gathered rich, detailed, and reflective narratives from teachers who described their experiences before, during, and after promotion. The selection of participants was based on their direct experience of promotion, willingness to participate, and ability to provide meaningful insights related to the purpose of the study.

The participants included in the study were public school teachers in the Schools Division of Northern Samar who were promoted under the Expanded Career Progression System. They had direct experience of the promotion process and were willing to participate in the interview after providing informed consent. Teachers who were not promoted under the ECP System, those who were no longer connected with the Schools Division of Northern Samar during the conduct of the study, and those who were unwilling or unavailable to participate were not included.

The estimated number of participants was around 10 promoted teachers. However, the final number depended on data saturation, which refers to the point when the participants' responses no longer produce new significant ideas, meanings, or themes. Once the researcher observes that the narratives have become repetitive and sufficient to answer the research questions, data collection may be concluded. This approach ensures that the study focused on the depth and quality of the

participants' experiences rather than on the quantity of respondents.

D. Participants of the Study

The participants of this study were selected from the teachers who were promoted under the Expanded Career Progression (ECP) System in the Schools Division of Northern Samar. Based on the initial information provided for the study, there were 153 promoted teachers in the division. These teachers served as the population or source group from which the final interview participants were chosen.

Since the study employed a qualitative phenomenological research design, the participants were not selected through random sampling. Instead, the researcher used purposive sampling to identify teachers who can provide rich, meaningful, and relevant descriptions of their experiences before, during, and after promotion. The participants must have direct experience of being promoted under the ECP System and must be willing to share their reflections regarding morale, job satisfaction, professional fulfillment, challenges, and policy-related concerns.

The final number of participants depended on data saturation. In phenomenological research, the goal is not to obtain a large number of respondents but to gather deep and meaningful narratives from individuals who have experienced the phenomenon being studied. Therefore, approximately 10 promoted teachers may be selected for the semi-structured interviews, or until no new significant themes emerge from the data.

The participants may vary in age, sex, civil status, educational attainment, current position, salary grade before and after promotion, length of service, number of years before promotion, and school or district assignment. These profile characteristics were gathered through a participant profile form. However, the profile data were used only to describe the participants and provide context for their narratives. They were not used for statistical testing or comparison.

To protect the identity and privacy of the participants, codes or pseudonyms were used in presenting their responses. Their names, specific schools, and other identifying information were not disclosed in the final paper. Participation was voluntary, and only those who provided informed consent were included in the study.

E. Research Instrument

The study used two main research instruments: a participant profile form and a semi-structured interview guide. These instruments were developed based on the purpose of the study, the statement of the problem, and the theoretical and conceptual framework. Since the study was qualitative and phenomenological in nature, the instruments were designed to gather both contextual information and rich narrative data from the promoted teachers.

The participant profile form was used to gather demographic and professional information from the promoted teachers. It included information such as age, sex, civil status, highest educational attainment, current position, salary grade before

and after promotion, length of service in the Department of Education, number of years before promotion, and school or district assignment. These data provided a descriptive background of the participants and helped contextualize their experiences under the ECP System. However, the profile information was not used for statistical testing or comparison, but only to describe the characteristics of the participants.

The semi-structured interview guide served as the primary instrument for gathering qualitative data. It contained open-ended questions that allowed participants to describe their experiences before, during, and after promotion. The interview guide focused on the meaning of promotion, morale after promotion, job satisfaction, professional fulfillment, financial realities, workload concerns, role adjustment, institutional support, continuing challenges, and recommendations for improving the ECP System. The semi-structured format is appropriate because it allows the researcher to ask prepared questions while still giving participants the freedom to explain their experiences in their own words.

The interview guide also allowed the researcher to ask follow-up questions when clarification or deeper explanation was needed. This flexibility was important in phenomenological research because the goal was to understand the essence of the participants' lived experiences. Through open-ended questioning, the participants were able to share their feelings, reflections, struggles, and realizations regarding their promotion under the ECP System.

Before the actual data gathering, the research instruments were reviewed by experts in educational management and qualitative research to ensure clarity, relevance, and alignment with the objectives of the study. The comments and suggestions of the validators were used to revise and improve the instruments. This process helped ensure that the questions were understandable, ethical, and capable of eliciting meaningful responses from the participants.

F. Data Gathering Procedure

The data gathering procedure began with the preparation and refinement of the research instruments. The researcher developed the participant profile form and the semi-structured interview guide based on the objectives of the study, and the theoretical and conceptual framework. The instruments were submitted to experts in educational management and qualitative research for review and validation. Their comments and suggestions were considered in improving the clarity, relevance, and appropriateness of the questions before the actual data collection.

The researcher identified prospective participants from the promoted teachers under the Expanded Career Progression System from the list released by the Division of Northern Samar. Since the study used purposive sampling, the researcher selected participants who had direct experience of being promoted under the ECP System and who were willing to share their experiences. The selected participants were contacted and informed about the purpose of the study, the nature of their participation, the estimated duration of the interview, and their rights as participants. They were also assured that their

participation was voluntary.

The researcher explained that the interview responses would be treated with confidentiality and that their names, school assignments, and other identifying details would not be disclosed in the final paper. Codes or pseudonyms were used in presenting the participants' responses. The participants were also asked for permission to record the interview, when necessary, to ensure accurate transcription and analysis of their responses.

The participants first accomplished the participant profile form to provide demographic and professional information relevant to the study. Afterward, the researcher conducted the semi-structured interview. The interview was conducted face-to-face or through an online platform, depending on the availability, convenience, and preference of the participants. During the interview, the researcher asked open-ended questions and also asked follow-up questions to clarify or deepen the participants' responses. The researcher observed neutrality and avoided leading the participants toward a particular answer.

After the interviews, the researcher transcribed the recorded responses or organized the written notes taken during the interview. The transcripts were reviewed for accuracy and completeness. The gathered data were then organized for analysis. The profile data were summarized descriptively, while the interview transcripts were subjected to thematic analysis. The researcher read the transcripts repeatedly, identified significant statements, assigned codes, grouped similar responses into categories, and developed major themes that represented the lived experiences of promoted teachers. These themes were interpreted in relation to morale, job satisfaction, professional fulfillment, continuing challenges, and policy implications under the Expanded Career Progression System.

G. Ethical Considerations

This study observed ethical standards in the conduct of research, particularly because it involves the personal and professional experiences of promoted teachers. The researcher ensured that the dignity, privacy, and rights of all participants are protected throughout the study. Before data gathering begins, the researcher secured the necessary permission from the appropriate authorities and explained the purpose, procedure, and scope of the study to the prospective participants.

3. Results

This section presents the findings of the study based on the participant profile form and the semi-structured interviews with promoted teachers under the Expanded Career Progression (ECP) System in the Schools Division of Northern Samar. The presentation followed the statement of the problem. The first part described the demographic and professional profile of the participants, while the second part presented the qualitative themes that explained their lived experiences in relation to morale, job satisfaction, professional fulfillment, continuing challenges, and policy implications. Since the study was phenomenological in design, the discussion gave emphasis to

the meanings, perceptions, and reflections of promoted teachers rather than to statistical prediction or hypothesis testing.

The quantitative profile tables summarized the responses of ten promoted teacher-participants. The qualitative themes and excerpts were organized from the interview data and were analyzed according to the research questions on promotion experiences, morale, job satisfaction, professional fulfillment, continuing challenges, and policy implications.

A. Profile of the Participants

The first part of the results describes the profile of the promoted teachers under the Expanded Career Progression System. The profile includes age, sex, civil status, highest educational attainment, current position, salary grade before and after promotion, length of service in the Department of Education, number of years before promotion, and school or district assignment. These data provide a descriptive background of the participants and help contextualize their promotion experiences.

Table 1
Profile of the participants in terms of age

Age Range	Frequency	Percentage
25-34 years old	2	20%
35-44 years old	5	50%
45-54 years old	3	30%
Total	10	100%

Table 1 presents the age profile of the promoted teachers. The data show that most of the participants belong to the age range of 35-44 years old, with 5 participants or 50 percent, followed by 45-54 years old, with 3 participants or 30 percent. This suggests that most promoted teachers are in the middle to later stage of their teaching careers, where promotion may carry strong professional, emotional, and financial meaning. The result implies that promotion under the ECP System may have been experienced by many participants after several years of service and professional preparation.

This finding supports the view that teacher promotion is often connected to accumulated professional experience, seniority, and long-term career investment. It is consistent with literature indicating that career stage, recognition, and opportunities for advancement shape teachers' motivation, professional commitment, and satisfaction (Eryilmaz, 2025). However, the finding may contrast with studies focused on early-career teachers, where satisfaction is often more closely associated with mentoring, induction support, and adjustment to the profession. In this study, the older age profile suggests that promotion may be interpreted less as an entry-level support mechanism and more as a long-awaited recognition of sustained service.

Table 2
Profile of the participants in terms of sex

Sex	Frequency	Percentage
Male	3	30%
Female	7	70%
Total	10	100%

Table 2 presents the sex distribution of the participants. The

data reveal that most of the promoted teachers were female, with 7 participants or 70 percent, while 3 participants or 30 percent were male. This indicates that the promoted teacher-participants were predominantly female. Although the study does not intend to compare the experiences of male and female teachers, this profile provides useful context in understanding the composition of the participants and the broader teaching workforce in the division.

This result is consistent with the common observation that the teaching profession, especially in basic education, is often female-dominated. In relation to job satisfaction, gender may shape teachers' experiences when promotion intersects with family responsibilities, workplace expectations, and emotional labor. However, teacher job satisfaction literature emphasizes that satisfaction is not determined by sex alone but by a combination of factors, including recognition, leadership support, work environment, compensation, and professional growth opportunities (Kule, 2025; Socalit, 2025). Therefore, while the present finding shows a higher number of female promoted teachers, the interpretation of morale and satisfaction should still be grounded in their actual narratives rather than in gender assumptions alone.

Table 3
Profile of the participants in terms of civil status

Civil Status	Frequency	Percentage
Single	2	20%
Married	8	80%
Widowed	0	0%
Separated	0	0%
Total	10	100%

Table 3 presents the civil status of the participants. The findings show that most of the promoted teachers were married, with 8 participants or 80 percent. This suggests that many participants may have family responsibilities and financial obligations that could influence how they interpret the value of promotion. For married teachers, promotion may be experienced not only as professional recognition but also as a source of additional financial support for household needs, children's education, and family stability.

This finding may be compared with literature on teacher job satisfaction showing that compensation, benefits, workload, and work-life conditions are important factors influencing teachers' satisfaction and professional commitment (Kule, 2025; Socalit, 2025). The present finding supports this because the majority of participants may interpret promotion partly through the lens of family and financial responsibilities. However, it also extends the literature by emphasizing that promotion is not only an organizational reward but also a personal and family-related milestone. In this sense, the promoted teachers' satisfaction may depend not only on rank advancement but also on whether the promotion meaningfully improves their lived economic and family conditions.

Table 4 presents the highest educational attainment of the promoted teachers. The data indicate that the largest group of participants were those with master's units, with 8 participants or 80 percent, followed by those master's degree holder, with 2 participants or 20 percent. This implies that most promoted

teachers invested in graduate education as part of their professional growth and career advancement however did not finished yet their courses for they need to save more to finance their thesis writing. The result suggests that educational preparation may have played an important role in their promotion journey under the ECP System.

Table 4
Profile of the participants in terms of highest educational attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	0	0%
With Master's Units	8	80%
Master's Degree Holder	2	20%
With Doctoral Units	0	0%
Doctorate Degree Holder	0	0%
Total	10	100%

This finding aligns with Human Capital Theory, which views education, training, and professional development as forms of investment that improve career opportunities and productivity (Becker, 1993). In teacher promotion, graduate studies may strengthen teachers' qualifications and enhance their eligibility for higher positions. Recent literature also recognizes professional development and career advancement opportunities as relevant factors in teacher motivation and job satisfaction (Eryilmaz, 2025; Nicer, 2025). The present finding supports this view because most participants had pursued graduate education before or during their career advancement. However, the study also raises a critical point: while educational attainment may improve promotion opportunities, it may also involve financial sacrifice, time pressure, and delayed reward for teachers.

Table 5
Profile of the participants in terms of current position

Current Position	Frequency	Percentage
Teacher II	0	0%
Teacher III	3	30%
Teacher IV	1	10%
Teacher V	2	20%
Teacher VI	4	40%
Total	10	100%

Table 5 presents the current position of the participants after promotion. The data show that most of the promoted teachers currently hold the position of Teacher VI, with 4 participants or 40 percent. This is followed by Teacher III with 3 participants or 30 percent. This suggests that the ECP System provided upward career movement for teachers, particularly toward higher classroom teaching positions.

This finding is consistent with the purpose of the Expanded Career Progression System, which is to promote professional development and career advancement among public school teachers and define teacher career lines within the public school system (Department of Education, 2024; Office of the President, 2022). Literature on promotion and job satisfaction indicates that advancement opportunities can increase motivation when teachers perceive the process as fair, transparent, and connected to professional effort (Bhatia & Williams, 2023; Nicer, 2025). However, the result also invites deeper analysis because promotion to a higher position may

bring additional responsibilities, expectations, and accountability. Thus, while position movement may improve morale, it may also create new pressures that affect job satisfaction.

Table 6

Profile of the participants in terms of salary grade before and after promotion

Salary Grade Movement	Frequency	Percentage
SG 11 to SG 13	3	30%
SG 11 to SG 14	1	10%
SG 13 to SG 14	0	0%
SG 13 to SG 15	2	20%
SG 13 to SG 16	4	40%
Total	10	100%

Table 6 presents the salary grade movement of the participants before and after promotion. The data indicate that the most common movement was from SG 13 to SG 16, with 4 participants or 40 percent. This was followed by SG 11 to SG 13 with 3 participants or 30 percent and SG 13 to SG 15 with 2 participants or 20 percent. The result shows that promotion under the ECP System resulted in salary grade advancement among the participants. This salary movement may have contributed to improved morale and job satisfaction because compensation is one of the most concrete outcomes of promotion.

This finding agrees with Herzberg's Two-Factor Theory, where salary is considered a hygiene factor that may reduce dissatisfaction when adequately addressed, while recognition and advancement function as motivators that enhance satisfaction (Herzberg et al., 1959). Recent teacher job satisfaction literature also supports the idea that compensation and benefits remain important in shaping teachers' workplace satisfaction and commitment (Kule, 2025; Sualit, 2025). However, the present study may also contrast with the assumption that salary increase automatically results in fulfillment. Even with salary grade advancement, teachers may still experience financial pressure because of loans, family responsibilities, and rising living costs. Therefore, salary movement should be interpreted together with the participants' lived financial realities.

Table 7

Profile of the participants in terms of length of service in DepEd

Length of Service	Frequency	Percentage
1-5 years	0	0%
6-10 years	3	30%
11-15 years	5	50%
16-20 years	2	20%
Total	10	100%

Table 7 presents the length of service of the promoted teachers in the Department of Education. The findings reveal that most participants had served for 11-15 years, with 5 participants or 50 percent, followed by those with 6-10 years of service, with 3 participants or 30 percent. This means that many promoted teachers had already rendered a substantial number of years in public education before receiving their promotion. The result suggests that promotion was experienced by many participants as a long-awaited recognition of loyalty, service,

and professional endurance.

This finding is consistent with literature suggesting that professional commitment and job satisfaction are shaped by recognition, advancement, and organizational support over time (Eryilmaz, 2025; Nicer, 2025). The present study supports this because the participants' long years of service may intensify the emotional meaning of promotion. However, it may also contrast with ideal career progression expectations if teachers had to wait many years before advancement. From a policy perspective, this may suggest that while the ECP System provides opportunities, delayed promotion may still affect morale, especially among teachers who have long been qualified but remained in the same position due to limited items.

Table 8

Profile of the participants in terms of number of years before promotion

Number of Years Before Promotion	Frequency	Percentage
1-5 years	3	30%
6-10 years	4	40%
11-15 years	3	30%
16 years and above	0	0%
Total	10	100%

Table 8 presents the number of years before the participants were promoted under the ECP System. The data show that most participants waited for 6-10 years before promotion, with 4 participants or 40 percent. Three participants or 30 percent waited for 1-5 years, while another 3 participants or 30 percent waited for 11-15 years. This result shows that many promoted teachers experienced a long waiting period before career advancement. Promotion, therefore, may have been perceived not only as a professional achievement but also as the end of a prolonged period of anticipation, patience, and career stagnation.

This finding supports studies emphasizing the importance of promotion opportunities in sustaining teacher motivation and satisfaction. Nicer (2025) noted that teachers' perceptions of promotion are influenced by career progression, professional development, and perceived transparency of the promotion process. The present finding is similar because long waiting periods may shape how teachers evaluate fairness, morale, and satisfaction after promotion. However, the finding may also reveal a contrast between policy intention and lived experience. While career progression policies aim to provide advancement, the long waiting time suggests that actual implementation may still be constrained by limited available items and structural bottlenecks.

Table 9

Profile of the participants in terms of school or district assignment

School/District Assignment	Frequency	Percentage
Central/Urban District Schools	1	10%
Coastal District Schools	1	10%
Upland/Rural District Schools	8	80%
Island/Geographically Challenged Schools	0	0%
Total	10	100%

Table 9 presents the school or district assignment of the promoted teachers. The data indicate that the participants came from varied school contexts, with 8 participants or 80 percent

from upland or rural district schools, 1 participant or 10 percent from central or urban district school, and 1 participant from coastal district school. This shows that the participants represented different teaching environments within the Schools Division of Northern Samar.

This finding is important because the experience of promotion may differ depending on school context. Teachers assigned in geographically challenged or rural areas may experience promotion together with continuing concerns related to travel, access to resources, workload, and community expectations. Literature on teacher job satisfaction indicates that working conditions, school environment, administrative support, and relationships within the workplace influence satisfaction and professional commitment (Eryilmaz, 2025; Socalit, 2025). The present finding supports this view because the participants' school assignments may shape how they experience the benefits and challenges of promotion. Thus, promotion should be understood not only as rank movement but also in relation to the actual conditions where teachers perform their work.

B. Lived Experiences of Promoted Teachers under the ECP System

The second part of the results presents the qualitative findings from the semi-structured interviews. The themes were developed from the responses of promoted teachers and were organized according to the statement of the problem. The thematic presentation highlighted the experiences of promoted teachers before, during, and after promotion and discussed how promotion affected their morale, job satisfaction, professional fulfillment, continuing challenges, and views on policy implementation.

Table 10 presents the major themes that emerged from the qualitative analysis. The themes show that promotion under the ECP System was generally perceived as meaningful and motivating, but it was also connected to continuing professional, financial, and policy-related concerns. The results suggest that promotion should not be interpreted only as rank movement; rather, it should be understood as a lived experience shaped by recognition, expectations, salary movement, institutional support, and the broader realities of public school teaching.

The themes are consistent with Herzberg's Two-Factor Theory, Vroom's Expectancy Theory, and Human Capital

Theory. Recognition, advancement, and professional growth may increase motivation and satisfaction, but salary, workload, organizational policies, and support systems can still affect dissatisfaction (Becker, 1993; Herzberg et al., 1959; Vroom, 1964). Recent literature likewise emphasizes that teacher satisfaction is shaped by the interaction of compensation, professional development, leadership support, work environment, and opportunities for advancement (Eryilmaz, 2025; Kule, 2025; Socalit, 2025).

Theme 1: Promotion as Recognition of Professional Worth and Years of Service

The first theme reveals that promoted teachers viewed promotion as a form of recognition for their long years of service, professional sacrifices, educational preparation, and commitment to teaching. The participants described promotion not simply as a movement to a higher rank but as a long-awaited acknowledgment that their efforts had finally been seen and valued. For many of them, the promotion carried emotional weight because it came after years of waiting, complying with requirements, attending trainings, pursuing graduate studies, and continuing to serve despite limited opportunities for advancement.

T2 expressed and quoted, "For me, the promotion was not only about the salary. It was a sign that my 20 years of service (16 years as teacher I and 4 years as teacher III) and sacrifices were finally recognized." T5 also shared, "I waited for many years, so when I was promoted, I felt that my effort as a teacher had value." These statements suggest that promotion served as a symbolic and practical affirmation of professional worth.

This finding supports Herzberg's view that recognition, advancement, and achievement are motivating factors that can strengthen satisfaction and positive work attitudes (Herzberg et al., 1959). It is also consistent with recent literature emphasizing that professional recognition and advancement opportunities influence teacher motivation and commitment (Eryilmaz, 2025; Nicer, 2025). However, the finding also contrasts with a purely administrative interpretation of promotion. While policy may treat promotion as a personnel action, the participants experienced it as a deeply personal and professional milestone.

Theme 2: Renewed Morale and Motivation after Promotion

The second theme shows that promotion contributed to renewed morale and motivation among the promoted teachers. Many participants described feeling happier, more confident,

Table 10
Emergent themes on the lived experiences of promoted teachers

Theme	Core Meaning
Theme 1: Promotion as recognition of professional worth and years of service	Promotion was experienced as validation of dedication, competence, and long years of service.
Theme 2: Renewed morale and motivation after promotion	Promotion strengthened confidence, enthusiasm, and motivation to continue performing well.
Theme 3: Job satisfaction with continuing realities	Promotion increased satisfaction, but financial, workload, and role-related concerns remained.
Theme 4: Promotion as fulfillment and professional identity	Promotion strengthened teachers' identity, self-worth, and sense of career achievement.
Theme 5: Financial relief but not complete financial security	Salary grade movement helped but did not fully eliminate debts and family financial obligations.
Theme 6: Increased responsibilities and role adjustment	Promotion brought higher expectations, additional tasks, and the need for support.
Theme 7: Perceptions of fairness, access, and limited promotion items	Participants recognized the value of ECP but also noted concerns about limited items and delayed advancement.
Theme 8: Need for stronger post-promotion support and policy improvement	Participants suggested orientation, mentoring, transparent communication, welfare support, and more promotion items.

more inspired, and more willing to perform their duties after receiving their promotion. The promotion appeared to strengthen their belief that hard work, professional development, and perseverance could lead to career advancement. For some participants, the promotion also gave them a stronger sense of responsibility because they felt that the institution had entrusted them with a higher position.

T1 stated, "After the promotion, I became more responsible, motivated and committed to my work because of the higher expectations in my new position. The promotion also encouraged me to improve my teaching skills, become more confident and continue growing professionally." T7 also expressed, "My promotion gave me a sense of professional fulfillment because it recognized my dedication and hard work as a teacher. As Pres. Bongbong Marcos said during the oath-taking in Tacloban that no teacher will retire as Teacher I, and now those promises were realized. These excerpts indicate that promotion positively affected the teachers' emotional disposition and commitment to work.

This finding is consistent with Vroom's Expectancy Theory, which explains that motivation increases when individuals believe that effort leads to performance and performance leads to valued rewards (Vroom, 1964). In this study, promotion validated the teachers' expectation that effort and qualification could result in advancement. The finding also supports literature showing that career progression and recognition contribute to job satisfaction and retention (Bhatia & Williams, 2023; Eryilmaz, 2025). However, the participants' narratives also imply that morale must be sustained through continued support, fair workload distribution, and responsive leadership; otherwise, the motivational effect of promotion may weaken over time.

Theme 3: Job Satisfaction with Continuing Realities

The third theme indicates that promotion improved job satisfaction, but the satisfaction was not absolute. Participants expressed gratitude and happiness because of their higher position, improved salary grade, and professional recognition. However, they also emphasized that promotion did not automatically remove all concerns. Some continued to experience financial obligations, workload pressure, emotional stress, and adjustment to new responsibilities. This suggests that job satisfaction after promotion is complex and influenced by both positive and limiting factors.

T4 shared, "I am happy because I was promoted but I still experienced challenges such as heavy workload, additional responsibilities, time pressure and balancing my work and family obligations." T5 also noted, "The salary increase helped, but it is still not enough because I have existing loans and family expenses." These responses demonstrate that promotion can generate satisfaction while also coexisting with continuing challenges.

This finding agrees with Herzberg's distinction between motivator and hygiene factors. Promotion may provide recognition and advancement, but dissatisfaction may still occur when salary, workload, working conditions, or organizational support are insufficient (Herzberg et al., 1959). Recent studies likewise point out that job satisfaction among

teachers is influenced by multiple factors, including compensation, workload, work environment, leadership, and professional development (Kule, 2025; Socalit, 2025). Compared with literature that treats promotion as a positive predictor of satisfaction, the present finding adds nuance by showing that promotion improves satisfaction but does not automatically produce complete fulfillment.

Theme 4: Promotion as Fulfillment and Professional Identity

The fourth theme reveals that promotion strengthened the teachers' sense of professional fulfillment and identity. Participants described promotion as proof that their qualifications, years of service, and dedication had resulted in meaningful career growth. For some, it became a source of pride not only for themselves but also for their families. Promotion also strengthened their self-worth as educators because it affirmed that they had grown professionally and had reached another level in their teaching career.

T4 expressed, "I felt proud because my promotion showed that I had grown in my profession." T8 also stated, "It was fulfilling because my family also saw that my sacrifices and studies were worth it." These statements show that promotion had a personal and identity-forming dimension beyond the formal change in rank.

This finding aligns with Human Capital Theory, which explains that education, training, and professional development are investments that can lead to improved career opportunities (Becker, 1993). The teachers' promotion reflected the institutional recognition of their accumulated human capital. It also supports literature indicating that professional growth opportunities and recognition contribute to satisfaction and commitment (Eryilmaz, 2025; Nicer, 2025). However, the finding also suggests that fulfillment is not only material. It is also connected to dignity, pride, and the perceived meaning of the teaching profession.

Theme 5: Financial Relief but Not Complete Financial Security

The fifth theme highlights the financial dimension of promotion. Participants acknowledged that salary grade movement provided some financial relief and helped them address family needs, loan obligations, and daily expenses. However, many also reported that the increase was not enough to create complete financial security. Existing debts, cost of living, family responsibilities, and other financial pressures continued to affect their sense of satisfaction even after promotion.

T10 shared, "The increase helped, but it did not fully solve my financial problems because I still have obligations." T1 also expressed, "I am thankful for the salary increase, but with the prices of goods and family expenses, it is still difficult." These excerpts show that salary movement was appreciated but not experienced as a complete solution to financial pressure.

This finding supports literature stating that compensation and benefits are important components of teacher job satisfaction (Kule, 2025; Socalit, 2025). It also corresponds with Herzberg's theory, where salary functions as a hygiene factor that can reduce dissatisfaction but may not independently create deep fulfillment (Herzberg et al., 1959). The finding contrasts with

the assumption that promotion automatically improves financial well-being. In the participants' experiences, promotion helped but did not erase the economic realities faced by many public school teachers.

Theme 6: Increased Responsibilities and Role Adjustment

The sixth theme shows that promotion brought additional responsibilities and role adjustments. Participants reported that after promotion, they were expected to perform more tasks, serve as role models, mentor colleagues, lead activities, or take on greater accountability in school operations. While some participants accepted these responsibilities as part of professional growth, others experienced pressure because the promotion came with expectations that were not always matched with formal orientation or support.

T6 explained, "After the promotion, people expected more from me. I had to adjust because the role became heavier." T7 also stated, "I am grateful for the promotion, but I also needed guidance because the expectations changed." These responses indicate that promotion was both a reward and a transition requiring adjustment.

This finding is consistent with research showing that workload, leadership expectations, and work environment influence teachers' job satisfaction and professional commitment (Eryilmaz, 2025; Socalit, 2025). It also supports the policy argument that career progression should be accompanied by post-promotion support. Compared with literature that emphasizes promotion as advancement, the present finding highlights that advancement also creates new role demands. Therefore, promotion policies should include orientation, mentoring, and workload support for newly promoted teachers.

Theme 7: Perceptions of Fairness, Access, and Limited Promotion Items

The seventh theme reflects participants' awareness of fairness, access, and limited promotion items. Although the participants themselves were promoted, they recognized that many qualified teachers were still waiting for available items. This created mixed feelings among some participants, who were grateful for their promotion but aware that the system could still be improved. The limited number of items shaped their perception of the ECP System as beneficial but still constrained by structural limitations.

T1 remarked, "I am thankful that I was promoted, but I also know many teachers who are qualified and still waiting." T3 also said, "The system is good, but there should be more items because many teachers deserve promotion." These statements show that promoted teachers also considered the broader organizational impact of limited promotion opportunities.

This finding is consistent with the purpose of EO No. 174, s. 2022 and its IRR, which seek to expand career progression opportunities for public school teachers (Department of Education, 2024; Office of the President, 2022). However, the finding also indicates a possible gap between policy intent and field-level implementation. Literature on job satisfaction and organizational fairness suggests that perceived fairness and transparent advancement opportunities influence employee satisfaction and morale (Bhatia & Williams, 2023). Thus, even

when promotion benefits some teachers, limited access and delayed opportunities may still affect overall morale within the teaching workforce.

Theme 8: Need for Stronger Post-Promotion Support and Policy Improvement

The eighth theme presents the participants' recommendations for strengthening the ECP System. Promoted teachers suggested clearer communication of promotion processes, more available items, faster processing of appointments, orientation for newly promoted teachers, mentoring, workload support, and stronger welfare programs. Their recommendations indicate that promotion should not end with appointment. Instead, it should be followed by support mechanisms that help promoted teachers adjust to their new roles and sustain their morale and satisfaction.

T3 suggested, "There should be 100% annual ECP promotion budget to avoid waitlist, stop politicizing and padrino system, provide clearer guidelines and less hassle documentary requirements." T7 also emphasized, "DepEd should continue improving the system, provide fair opportunities for all teachers, strengthen programs that support teachers' welfare and professional growth, and provide more items because many teachers are qualified." These statements show that teachers value the ECP System but also see areas for policy improvement.

This finding supports educational management literature emphasizing that teacher satisfaction is shaped by organizational support, leadership, professional development, and working conditions (Eryilmaz, 2025; Socalit, 2025). It is also aligned with the policy objectives of the ECP System, which is intended to promote professional development and career advancement among teachers (Department of Education, 2024). Compared with policy documents that focus on structure and guidelines, the present finding emphasizes the need for implementation support, teacher welfare, and post-promotion monitoring. This makes the ECP System not only a promotion framework but also a continuing human resource development concern.

4. Discussion

The findings of the study are summarized according to the research objectives.

First, the profile of the promoted teachers showed that most participants were in the middle to later stage of their teaching careers, were predominantly female, were mostly married, and had pursued graduate education. Most participants had served in the Department of Education for many years and had waited a considerable period before promotion. This finding indicated that promotion under the ECP System was experienced as a long-awaited recognition of sustained service, professional preparation, and career investment.

Second, the promoted teachers described their experiences before, during, and after promotion as a movement from anticipation and patience to recognition and adjustment. Before promotion, many teachers experienced waiting, compliance with requirements, and uncertainty. During promotion, they felt joy, gratitude, and validation. After promotion, they

experienced pride and renewed motivation, but they also encountered increased expectations and role adjustments.

Third, promotion under the ECP System positively influenced the morale of promoted teachers. It strengthened their confidence, renewed their motivation, and made them feel valued by the institution. Promotion served as a form of professional affirmation that encouraged teachers to continue performing their duties with commitment and responsibility.

Fourth, promotion affected job satisfaction and professional fulfillment by providing teachers with recognition, higher status, salary grade movement, and a stronger sense of professional identity. However, satisfaction was not absolute because financial concerns, workload demands, and pressure attached to higher positions remained part of their lived experiences.

Fifth, promoted teachers continued to experience challenges despite their promotion. These challenges included financial obligations, existing loans, family responsibilities, heavier workload, adjustment to new roles, higher expectations from colleagues and school leaders, and concerns regarding fairness, transparency, and limited promotion items.

Sixth, the lived experiences of promoted teachers generated policy implications for improving the ECP System. The findings pointed to the need for more adequate promotion items, clearer communication of promotion processes, post-promotion orientation, mentoring, workload support, welfare programs, and regular monitoring of the implementation of the career progression policy.

The results of the study suggest that promotion under the Expanded Career Progression System was experienced by promoted teachers as a meaningful form of professional recognition and advancement. The profile of the participants shows that many were already in the middle to later stage of their careers, had pursued graduate education, had rendered long years of service, and had waited several years before being promoted. These characteristics indicate that promotion was not experienced as a sudden administrative movement but as the result of accumulated effort, preparation, and perseverance.

The qualitative themes further show that promotion contributed to renewed morale, increased motivation, job satisfaction, and professional fulfillment. Teachers felt recognized and valued, and many interpreted promotion as validation of their years of service and professional worth. However, the findings also reveal that promotion did not automatically remove all challenges. Financial obligations, heavier responsibilities, role adjustment, workload pressure, and limited promotion items remained important concerns. This means that promotion may improve satisfaction, but its effect on fulfillment depends on the broader professional and personal realities of teachers.

Taken together, the findings affirm the relevance of the ECP System as a career advancement policy, but they also point to the need for stronger implementation support. The ECP System should not be evaluated only based on the number of teachers promoted. It should also be examined based on how promotion affects teacher morale, welfare, satisfaction, and professional growth after appointment. The lived experiences of promoted

teachers therefore provide important evidence for improving teacher promotion policies, increasing transparency, expanding promotion opportunities, strengthening post-promotion support, and making career progression more responsive to the realities of teachers in the field.

The findings of the study indicate that the Expanded Career Progression (ECP) System is experienced by promoted teachers as a meaningful mechanism for professional recognition, career advancement, and morale improvement. The promotion of teachers under the ECP System shows that the policy has provided opportunities for teachers to move upward in their career path after years of service, professional preparation, and continued commitment to public education. For many promoted teachers, promotion represents the institutional acknowledgment of their qualifications, sacrifices, and contributions to the school system.

However, the findings also suggest that promotion should not be understood only as an administrative accomplishment. While the ECP System may have improved the professional status and morale of promoted teachers, the lived experiences of the participants reveal that promotion does not automatically result in complete job satisfaction or professional fulfillment. Teachers may feel grateful and motivated after promotion, but they may still experience continuing concerns related to financial obligations, workload, role adjustment, delayed advancement, limited items, and expectations attached to higher positions. This means that the success of the ECP System should not be measured only by the number of teachers promoted but also by the quality of their post-promotion experience.

From a policy perspective, the ECP System reflects the government's effort to respond to long-standing concerns regarding teacher career stagnation. The promotion of teachers under the system may be viewed as a positive step toward improving professional mobility in the public basic education sector. However, the experiences of promoted teachers also reveal a gap between policy intention and field-level reality. The policy intends to provide expanded career progression opportunities, yet the availability of promotion items remains a major concern. When many teachers are qualified but only a limited number are promoted, the policy may unintentionally create feelings of uncertainty, competition, or disappointment among teachers who remain waiting for advancement.

The findings further imply that promotion must be accompanied by stronger post-promotion support. Promoted teachers may need orientation, mentoring, workload clarification, and professional guidance as they adjust to their new positions. Higher rank often comes with higher expectations, additional responsibilities, and greater accountability. Without proper support, promotion may become both a reward and a source of pressure. Therefore, the ECP System should include a structured transition mechanism for newly promoted teachers to help them understand their roles, responsibilities, and expectations after promotion.

Another important policy implication concerns teacher welfare. The study suggests that salary grade advancement may provide financial relief, but it may not fully resolve the financial

realities of teachers. Some promoted teachers may continue to face loans, family obligations, and economic pressures even after receiving a higher salary grade. This implies that career progression policies should be linked with broader teacher welfare programs, including financial literacy, debt management orientation, psychosocial support, and benefits awareness. Promotion should not be treated as the only solution to teacher welfare concerns.

The findings also point to the need for transparency and communication in the implementation of the ECP System. Teachers need to clearly understand the criteria, processes, available items, ranking procedures, and timelines related to promotion. Transparent communication can help reduce confusion, suspicion, and dissatisfaction among teachers. It can also strengthen trust in the system and improve teachers' perception of fairness. For the Schools Division Office, this means that promotion-related information should be communicated clearly and consistently to all qualified teachers.

5. Conclusion

Based on the findings of the study, it can be concluded that the Expanded Career Progression (ECP) System serves as an important mechanism for recognizing teachers' professional growth, years of service, competence, and commitment to public education. For the promoted teachers, promotion was not merely an administrative movement to a higher rank or salary grade. It was experienced as a meaningful professional milestone that affirmed their worth, strengthened their morale, and gave them a stronger sense of recognition within the teaching profession.

The study also concludes that promotion under the ECP System positively influenced the morale of promoted teachers. Many teachers viewed their promotion as a source of motivation, confidence, pride, and renewed commitment to their work. The experience of being promoted made them feel that their efforts and sacrifices were acknowledged by the institution. This indicates that promotion can contribute to a more positive professional outlook when teachers perceive the process as meaningful and connected to their career growth.

However, the study further concludes that promotion does not automatically result in complete job satisfaction or full professional fulfillment. While the promoted teachers experienced happiness and gratitude, they also continued to face challenges related to financial obligations, workload demands, role adjustment, and expectations attached to higher positions. This means that promotion may improve satisfaction, but it does not completely remove the personal, economic, and organizational concerns experienced by teachers.

The study also reveals that the ECP System must be understood within the broader context of policy implementation. Although the system provides expanded opportunities for teacher career advancement, limited promotion items and the long waiting period before promotion may still affect teachers' perception of fairness, accessibility, and morale. The experiences of promoted teachers suggest that career progression policies should not only focus on appointments and rank movement but also on the quality of

teachers' post-promotion experiences.

Overall, the study concludes that the ECP System is a valuable educational policy reform because it provides teachers with opportunities for career mobility and professional recognition. However, its effectiveness depends on how well it responds to teachers' actual needs after promotion. For promotion to lead to genuine fulfillment, it must be supported by transparent implementation, sufficient promotion opportunities, role transition support, workload management, and stronger teacher welfare programs.

A. Recommendations

Based on the conclusions of the study, the following recommendations are proposed.

The Department of Education may review and strengthen the implementation of the Expanded Career Progression System to ensure that promotion opportunities are responsive to the number of qualified teachers. Since the findings suggest that many teachers may remain qualified but unpromoted due to limited items, DepEd may consider reviewing the allocation of promotion items and ensuring that career progression pathways are accessible, transparent, and sustainable.

The Schools Division Office of Northern Samar may establish a post-promotion support mechanism for newly promoted teachers. This may include orientation, mentoring, workload clarification, leadership preparation, and adjustment support. Since promotion often brings new responsibilities and expectations, promoted teachers should be guided in understanding their new roles so that promotion will not become a source of pressure or confusion.

School heads may provide direct support to promoted teachers through mentoring, fair workload distribution, and professional guidance. Promoted teachers may experience increased expectations from the school community; therefore, school heads should help them adjust to their new responsibilities while sustaining their motivation and morale.

Teacher welfare programs may be strengthened alongside promotion policies. Since promotion may provide financial relief but may not fully resolve teachers' economic concerns, DepEd and division offices may consider providing financial literacy sessions, benefits orientation, debt management programs, and psychosocial support. These programs may help promoted teachers experience not only career advancement but also improved well-being.

The implementation of the ECP System may be regularly monitored and evaluated. Feedback from promoted teachers and qualified teachers awaiting promotion should be gathered to determine whether the policy is being implemented fairly and effectively. Regular monitoring may help identify gaps in communication, processing, item availability, and post-promotion support.

Future researchers may conduct similar studies in other schools divisions or regions to compare the experiences of promoted teachers under the ECP System. A mixed-methods study may also be conducted to examine the relationship between promotion, morale, job satisfaction, workload, financial well-being, and teacher performance. Future research

may also include the perspectives of teachers who qualified for promotion but were not yet promoted to provide a broader understanding of the policy's impact.

In summary, teacher promotion should not be treated only as an administrative outcome. It should be viewed as part of a larger teacher development and welfare system. The ECP System has the potential to strengthen teacher morale and job satisfaction, but this potential can be fully realized only when promotion is accompanied by fairness, transparency, adequate support, and genuine concern for teachers' professional and personal well-being.

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