
**TEACHERS' READINESS, MOTIVATIONS, AND BARRIERS IN
CAREER PROGRESSION AS PERCEIVED BY PUBLIC SCHOOL
TEACHERS**

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Article Received: 07 March 2026

Article Revised: 27 March 2026

Published on: 17 April 2026

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Philippines.DOI: <https://doi-doi.org/101555/ijrpa.6594>

ABSTRACT:

This study investigated the perceptions of public-school teachers in Impasug-ong District II regarding the Department of Education's Career Progression Program, with particular emphasis on teachers' readiness, motivation, and perceived barriers to career advancement. Specifically, the study aimed to describe the teachers' demographic profile in terms of age, years in service, career stage, and educational qualification; determine their level of readiness, motivation, and perceived barriers; examine differences in perceptions when grouped according to selected profile variables; and analyze the relationships among readiness, motivation, perceived barriers, and overall perceptions of the Career Progression Program. Using a descriptive-correlational research design, data were collected from 108 teacher-respondents through a structured survey questionnaire and analyzed using means, standard deviations, ANOVA, and Pearson correlation.

Results revealed that most respondents were young and early-career teachers, predominantly aged 25–40 years, with 1–10 years of service, and mostly holding Teacher I positions. More than half had earned master's units or higher, indicating strong graduate-level preparation. Overall, teachers demonstrated positive perceptions of the Career Progression Program, with readiness rated High ($M = 4.02$), motivation Very High ($M = 4.30$), and perceived barriers High ($M = 3.76$). Intrinsic motivators such as personal growth, improved teaching effectiveness, and peer inspiration were the strongest drivers of motivation, while time constraints, distance to universities, and financial costs emerged as primary barriers.

Inferential analysis showed no significant differences in readiness, motivation, and perceived barriers across age, years in service, or career stage ($p > .05$), indicating consistent perceptions across demographic and professional categories. However, educational qualification significantly influenced readiness ($F = 5.976, p = .001$), suggesting that teachers with higher educational attainment feel more prepared for career advancement. Correlation analysis further revealed that motivation strongly predicts positive perceptions of the Career Progression Program ($r = .689, p = .000$), while perceived barriers exhibit a moderate positive relationship ($r = .224, p = .020$). Additionally, motivation correlates moderately with perceived barriers ($r = .322, p = .001$), suggesting that highly motivated teachers may also be more aware of systemic challenges.

The findings indicate the pivotal role of motivation and educational attainment in enhancing teachers' readiness for career progression while highlighting the need for institutional support to address structural barriers and sustain professional growth.

KEYWORDS: *Career Progression Program, teachers' readiness, teachers' motivation, perceived barriers, educational qualification, professional development, public school teachers.*

INTRODUCTION

The Department of Education (DepEd) has long recognized the importance of career progression for teachers to ensure professional growth, enhance teaching quality, and sustain lifelong learning. Public school teachers are encouraged to advance their careers through the Career Progression System, which considers academic credentials, performance, merit, professional development, and years of service. In an ideal world, this system would serve as an inspiring framework that acknowledges teachers' skills and dedication, ultimately leading to improved student learning outcomes and a more skilled teaching staff.

However, disparities in access to professional advancement opportunities persist despite these intended initiatives, especially for teachers assigned to distant and remote schools. Due to budgetary limitations, physical distance, demanding teaching workloads, and insufficient institutional support, teachers in these settings frequently have restricted access to graduate studies, professional development programs, and mentoring possibilities. Because of this, many competent and committed educators remain in entry-level roles for extended periods, which may affect their long-term job satisfaction, professional confidence, and motivation.

The schools in Impasug-ong District II, located in the remote barangay of Impasug-ong, Bukidnon, exemplify these challenges. Due to educational and contextual barriers that prevent them from advancing in their careers, many of the school's teachers have stayed in the Teacher I position for several years, rather than because they lack the motivation to apply for a higher position. Despite the challenges that they encounter, teachers are nevertheless inspired to persevere and explore potential career paths by the hope of advancement, recognition in the workplace, and personal growth.

In light of these conditions, it is essential to examine the extent to which public school teachers are prepared for career progression, the motivations driving them to pursue advancement, and the barriers they perceive hindering their professional growth. Exploring these dimensions provides a deeper understanding of how career advancement policies are experienced and interpreted at the local level, particularly in underprivileged and marginalized educational contexts. Hence, this study aims to generate evidence-based insights to assist school administrators, Department of Education (DepEd) officials, and policymakers in strengthening support mechanisms, developing more inclusive interventions, and ensuring that career advancement programs are responsive to the diverse circumstances of public-school teachers, regardless of geographic location.

Impasug-ong District II serves as a relevant and significant research locale, as it reflects the lived realities of public-school teachers working in marginalized environments. Teachers in this district commonly encounter challenges such as long travel distances, limited financial and instructional resources, unstable internet connectivity, and demanding workloads. These conditions may significantly influence their readiness, motivation, and capacity to pursue career progression, thereby making the district an appropriate setting for examining the complexities of teachers' career advancement in far-flung public schools.

Victor Vroom's Expectancy Theory (1964), which posits that motivation arises from an individual's belief that effort will lead to adequate performance and that such performance will result in desired outcomes, serves as the foundation for this study. In the context of this study, teachers' expectations that participating in professional development activities—such as graduate school or training programs—will lead to advancement, professional recognition, and improved employment status influence their motivation to pursue career progression. Teachers are more likely to exhibit preparedness and long-term drive toward job progress when they see a clear and achievable connection between effort, performance, and rewards.

Cross's Barriers to Professional Development Model (1981), which emphasizes the impact of institutional, situational, and financial limitations on people's involvement in continuing

education and professional development, provides additional support for the concept. These obstacles in the teaching profession could include a lack of funding, a distance from universities, a demanding workload, time restraints, and insufficient access to support networks. Even if teachers already desire promotion, these obstacles may reduce their motivation and directly hinder their participation in career advancement programs.

In this conceptual framework, teachers' perceived readiness, motivations, and barriers are presented as interrelated and mutually important variables that influence their career progression. Teachers' degree of preparedness is reflected in their readiness, which includes their abilities, attitude, self-assurance, and desire to further their careers. Teachers are motivated to pursue career advancement by extrinsic factors such as job security, promotions, and pay increases, as well as intrinsic factors such as professional development and self-fulfillment. Conversely, barriers are obstacles that prevent educators from translating enthusiasm and preparedness into concrete professional development initiatives.

In this study, teachers' career progression, as perceived by public school teachers, is the dependent variable. The framework assumes that higher levels of readiness and motivation positively influence career progression, while perceived barriers may constrain or moderate this relationship. When barriers are minimized through institutional support and enabling policies, teachers are more likely to show greater readiness and motivation, leading to greater engagement with career progression opportunities. Therefore, the interaction among the independent variables ultimately determines the level of teachers' career progression in Impasug-ong District II.

This study aimed to examine public school teachers' readiness, motivations, and perceived barriers to career progression in Impasug-ong District II, with specific reference to the Department of Education's (DepEd) Career Progression Program.

Specifically, this study seeks to answer the following questions:

1. What is the demographic profile of the teachers in terms of age, years in service, career stage, and educational qualifications?
2. What is the level of teachers' readiness, motivations, and perceived barriers toward the Career Progression Program among public school teachers in Impasug-ong District II?
3. Is there a significant relationship between teachers' demographic profiles and their level of readiness, motivations, and perceived barriers to career progression when grouped according to age, years in service, career stage, and educational qualifications?

4. Is there a significant relationship between the level of teachers' readiness, motivations, and perceived barriers and their perceptions of the Career Progression Program among public school teachers?

2. METHODOLOGY

2.1 Research Design

This study used a descriptive-survey research design. This design was appropriate because it allowed the researcher to describe and analyze the teachers' readiness, motivations, and barriers toward the Career Progression Program.

2.2 Research Locale

The study was conducted among public schools in far-flung barangays, particularly at Kalabugao National High School and other nearby public schools, namely: Kalabugao Central Elementary School, Nasandigan Elementary School, Kiudto Elementary School, Kaanibungan Elementary School, Ulayanon Elementary School, Hagpa Integrated School, and Kalabugao National High School-Iligan Annex.

These schools were all located in very remote barangays of the municipality of Impasug-ong, Bukidnon. The schools were geographically isolated, making them representative sites for studying teachers' readiness, motivations, and barriers to career progression.

Barangay Kalabugao was an upland barangay in the Municipality of Impasug-ong, Bukidnon, with a 2020 population of 5,482 residents. The barangay lay within Impasug-ong's mountainous landscape and was part of the Pulangi River headwater area, giving it a cool, moist climate and significant environmental importance for local indigenous (Higaonon/Pulangiyen) communities. The local economy was predominantly upland agriculture and smallholder farming, and educational services within the barangay included Kalabugao Central Elementary School and Kalabugao National High School, along with several smaller elementary schools serving nearby sitios. These institutions and the barangay's geographic dispersion were considered when selecting research sites and sampling units for this study.

2.3 The Respondents of the Study

The respondents were public school teachers in Impasug-ong II, particularly from Kalabugao National High School and other neighboring schools. A total enumeration was used since the school had a small number of teachers, and all were included as participants.

The public-school teachers in Impasug-ong II, particularly at Kalabugao National High School, Division of Bukidnon, were the research respondents for the school year 2025–2026.

All teachers were taken as respondents in the study. The teacher participants were provided with informed consent. It was crucial to emphasize that participation in the survey was completely optional and that all personal information was kept strictly confidential to safeguard respondents' privacy.

Table 1. Distribution of Respondents in the Study.

Name of school	No. of teachers	No. of respondents
Kalabugao NHS	30	30
Kalabugao CES	18	18
Nasandigan ES	8	8
Kiudto ES	7	7
Kaanibungan ES	6	6
Ulayanon ES	7	7
Hagpa IS	22	22
KNHS-Iligan Annex	10	10
Total	108	108

2.4 Research Instrument

The study used a survey questionnaire to gather data. The questionnaire consisted of four (4) parts.

The first part focused on the teacher-respondents' socio-demographic characteristics. This included variables such as age, gender, years of teaching experience, bachelor's degree, and career stage. The second part addressed teachers' readiness, measuring their preparedness and willingness to engage in career progression. The third part focused on motivations, identifying intrinsic and extrinsic factors that motivated teachers. The final part addressed the barriers teachers perceived in their career progression, including financial, time-related, institutional, and geographical challenges. Each part contained five indicators.

A five-point Likert scale was used to gauge responses in the second and third sections, with options ranging from "1 - Strongly Disagree," "2 - Disagree," "3 - Neutral," "4 - Agree," to "5 - Strongly Agree." To ensure the instrument's reliability and validity, it underwent a field trial. The results of the try-out were analyzed to refine and improve the survey before full-scale administration.

2.5 Scoring Procedure

The survey used a 5-point Likert scale to assess teachers' readiness, motivation, and barriers to accessing professional development opportunities. Each response option is assigned a specific score, as outlined below:

The teachers' responses will be collected using a 5-point Likert-scale questionnaire. Each item will be rated as follows:

5 – Strongly Agree (SA)

4 – Agree (A)

3 – Neutral (N)

2 – Disagree (D)

1 – Strongly Disagree (SD)

The responses for each variable (readiness, motivations, and barriers) will be tallied and computed using the Weighted Mean. The weighted mean is obtained by multiplying each response by its corresponding weight, summing all the products, and dividing the result by the total number of respondents.

Scale of Interpretation

Range of Weighted Mean Descriptive Interpretation Meaning

4.21 – 5.00 Very High Teachers strongly agree; the indicator is highly evident.

3.41 – 4.20 High Teachers agree; the indicator is often evident.

2.61 – 3.40 Moderate Teachers are neutral; the indicator is sometimes evident.

1.81 – 2.60 Low Teachers disagree; the indicator is seldom evident.

1.00 – 1.80 Very Low Teachers strongly disagree; the indicator is not evident.

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51 - 5.00	Strongly Agree	The respondent strongly believes that the statement is true and experiences high satisfaction with professional development opportunities.
4	3.51 - 4.50	Agree	The respondent generally agrees with the statement and feels positively about their access to professional development.
3	2.51 - 3.50	Neutral	The respondent is indifferent or ambivalent towards the statement, suggesting a lack of strong feelings either way.
2	1.51 - 2.50	Disagree	The respondent disagrees with the statement and indicates dissatisfaction or challenges in accessing professional development.

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00 - 1.50	Strongly Disagree	The respondent strongly disagrees with the statement, highlighting significant barriers or a lack of opportunities for professional development.

On the other hand, the survey employs a 5-point Likert scale to evaluate teachers' perceptions regarding career progression and promotion within the Department of Education (DepEd). Each response option is assigned a specific score, detailed below:

2.6 Sampling Procedure

The study employed a complete enumeration of all teachers as participants or respondents, considering the distance of the school from the Impasugong municipality.

2.7 Data Gathering Procedure

To initiate the study, a request letter was obtained from the Office of the Superintendent of the Division of Bukidnon, granting permission to conduct research within the district. Following this, a survey questionnaire was utilized as the primary instrument to assess the variables under investigation in the Impasugong district, particularly in Kalabugao National High School. The survey questionnaire was carefully designed to ensure clarity and relevance to the study's objectives. Participants were informed about the purpose of the research, and their informed consent was obtained before data collection.

Once the data were collected, they were subjected to both quantitative and qualitative analysis. Quantitative analysis involved statistical methods to interpret numerical data, while qualitative analysis provided insights into participants' perspectives and experiences related to the study's themes. This mixed-methods approach enabled a comprehensive understanding of the factors influencing teachers' readiness, motivations, and barriers or challenges to career progression and promotion.

2.8 Statistical Treatment of Data

The researcher used several statistical procedures to analyze and interpret the research data effectively:

Descriptive statistics, including the mean and standard deviation, were used to assess teacher-respondents' perceptions of their socio-demographic profiles. These techniques were also applied to evaluate teachers' perceptions concerning their access to professional development

opportunities and their views on career progression and promotion within the Department of Education.

To examine the relationships between the variables of the study, Pearson's Product-Moment Correlation was used. This statistical method allowed the researcher to determine the strength and direction of the relationships among the variables.

Finally, descriptive interpretation was conducted to identify any significant differences among the variables under investigation. This method helped ascertain whether variations in perceptions regarding career progression and professional development opportunities existed across different socio-demographic groups.

3. RESULTS AND DISCUSSIONS

3.1 Demographic profile of the teachers

Table 1. Age of Teachers.

Age	Frequency	Percent
25-30	32	29.6
31-40	33	30.6
41-45	22	20.4
46-50	9	8.3
51-55	5	4.6
56-60	7	6.5
Total	108	100.0

Table 1 shows that most public-school teachers in Impasug-ong District II are in the 31–40 age group (30.6%), followed closely by those aged 25–30 (29.6%), comprising 60.2% of the respondents. This indicates that most teachers are in their early to mid-career stage. Teachers aged 41–45 account for 20.4%, reflecting a significant mid-career group. In contrast, fewer teachers belong to the older age brackets, with only 19.4% aged 46–60. Thus, the age distribution suggests a relatively young teaching workforce with strong potential for career readiness, motivation, and long-term progression within the district.

The age distribution of teachers in Impasug-ong District II, with the majority in the 25–40 age range, aligns with findings from various studies on teacher career progression. Research indicates that teachers' motivations for professional growth vary by age and career stage, with younger and early-career teachers often driven by opportunities for advancement, skill development, and recognition. In contrast, mid-career teachers may focus on job stability and meaningful impact (ScienceDirect, 2010). In the Philippine context, studies on the Expanded Career Progression System highlight that clear promotion pathways and professional development significantly influence teachers' readiness and motivation to pursue career

advancement (MSEUF, 2023). Other studies have shown that common barriers, such as a lack of guidance, limited knowledge of promotion procedures, and inadequate professional support, can affect teachers differently depending on their age and experience (ICCK, 2025; *Frontiers in Education*, 2025). Moreover, mid-career teachers often require age-appropriate professional development opportunities to sustain motivation and career mobility, reinforcing the importance of supporting a predominantly young and mid-career teaching workforce (MDPI, 2025). These findings collectively support the implication that the relatively young teacher population in Impasug-ong District II has strong potential for career readiness, motivation, and long-term professional growth.

Table 2. Years in Service.

Years in service	Frequency	Percent
1-5	34	31.5
6-10	25	23.1
11-15	18	16.7
16-20	16	14.8
21-25	7	6.5
26-30	4	3.7
31-35	4	3.7
Total	108	100.0

Table 2 presents the distribution of teachers in Impasug-ong District II by years of service. The largest proportion of teachers, 34 respondents (31.5%), have 1–5 years of service, indicating a significant number of early-career educators. This is followed by 25 teachers (23.1%) with 6–10 years of experience and 18 teachers (16.7%) with 11–15 years of experience, reflecting a moderate presence of mid-career teachers. Fewer teachers fall into the more experienced brackets: 16 teachers (14.8%) with 16–20 years, 7 teachers (6.5%) with 21–25 years, and only 4 teachers (3.7%) each in the 26–30 and 31–35 years categories.

Research shows that teachers with more years of experience tend to develop greater mastery of instructional practices and classroom management, as well as greater professional confidence, suggesting that length of service contributes to overall teacher effectiveness and readiness for advancement (Kini & Podolsky, 2016, as cited in *Frontiers in Education*, 2025). In the Philippine context, qualitative studies have found that barriers to professional development and participation in career progression efforts often stem from workload, financial constraints, and limited time for advanced studies, particularly among teachers with longer service (Aquino, Culajara, & Culajara, 2022). Other local research highlights challenges teachers face in achieving growth and promotion, including inadequate

motivation, a lack of clear guidance, and insufficient knowledge of promotion processes, further emphasizing the complex interplay among experience, motivation, and professional advancement (Jaminal, 2025).

Table 3. Career Stage.

Career Stage	Frequency	Percent
T-I	78	72.2
T-II	9	8.3
T-III	16	14.8
MT-I	4	3.7
MT-II	1	.9
Total	108	100.0

Table 3 presents the distribution of teachers in Impasug-ong District II by career stage. The majority of teachers, 78 respondents (72.2%), are at the Teacher I (T-I) level, indicating that most of the teaching workforce is in the entry-level stage of their career. Only 9 teachers (8.3%) are at Teacher II (T-II), while 16 teachers (14.8%) are at Teacher III (T-III), representing a smaller proportion of mid-career teachers. Very few teachers have reached the Master Teacher levels, with 4 respondents (3.7%) at MT-I and only 1 respondent (0.9%) at MT-II.

Research on teacher career stages reveals that a large proportion of teachers often remain in lower career levels due to structural barriers within educational systems, such as limited access to professional development and unclear promotion pathways (Smith & Ingersoll, 2011). In the Philippine context, studies of the Expanded Career Progression System (ECPS) indicate that many public-school teachers remain at entry and early career levels (e.g., Teacher I) because of challenges such as heavy workloads, insufficient mentoring support, and lack of opportunities for advancement (Raquim et al., 2025; Jaminal, 2025). Other literature also emphasizes that early-career teachers often constitute the bulk of the workforce, particularly in rural or under-resourced districts, and that advancing beyond the initial career stages requires targeted support, continuous professional development, and structured leadership opportunities (Aquino, Culajara, & Culajara, 2022). These results indicate that most teachers in Impasug-ong District II are at the Teacher I level, reflecting a predominance of early-career educators and underscoring the need for policies that facilitate career progression and capacity building.

Table 4. Educational Attainment

Educational Attainment		
Bachelor's Degree	42	38.9
With MA units	57	52.8
MA Graduate	6	5.6
Doctorate	3	2.8
Total	108	100.0

Table 4 presents the educational attainment of public-school teachers in Impasug-ong District II. More than half of the respondents, 57 teachers (52.8%), have master's degree units, indicating a strong engagement in graduate studies. Meanwhile, 42 teachers (38.9%) hold only a bachelor's degree, suggesting that a substantial portion of the teaching workforce has not yet pursued advanced degrees. Fewer teachers have completed higher qualifications: 6 respondents (5.6%) hold a master's degree, and only 3 (2.8%) hold a doctoral degree.

Alonzo, Cruz, and Villanueva (2020) reported that teachers are motivated to enroll in master's programs due to promotion opportunities, professional recognition, and personal growth. However, studies such as Jaminal (2025) revealed that despite high enrollment in graduate programs, completion rates remain low due to workload demands, financial constraints, and limited institutional support. Bacus and Picardal (2024) found that educational factors, including graduate-level qualifications, significantly influence beginning teachers' performance and professional development, suggesting that ongoing studies (e.g., master's units) help strengthen teaching effectiveness.

Similarly, Hornido et al. (2024) reported that engagement in teacher education programs contributes to work productivity and employer satisfaction, highlighting the practical value of higher education for teachers. Other literature notes that despite strong motivation for professional growth evidenced by high numbers of teachers taking master's units, completion of full graduate and doctoral degrees remains limited, often due to workload, financial constraints, and institutional barriers, a trend observed in local studies on teacher career development.

3.2 Teachers' Perception

Table 5. Level of Teachers' Perception on Career Progression Program in terms of Teachers' Readiness.

Statement	Mean	SD	QD
1. I feel prepared to meet the requirements of the Career Progression Program.	4.11	0.88	High

2.	I am willing to pursue professional development for promotion.	4.38	0.81	Very High
3.	I have the necessary knowledge and skills to advance my career.	3.95	0.69	High
4.	I am mentally and emotionally ready to take on higher positions.	3.82	0.81	High
5.	I believe my current workload allows me to prepare for career progression.	4.01	0.83	High
6.	I am familiar with the qualifications and competencies required for promotion under the Career Progression Program.	3.83	0.94	High
7.	I have set clear personal goals related to my career advancement in the teaching profession.	4.17	0.76	High
8.	I am confident in my ability to meet the performance standards required for higher teaching positions.	3.96	0.80	High
9.	I am prepared to balance my teaching responsibilities with additional requirements such as graduate studies or training.	3.89	0.86	High
10.	I regularly engage in self-improvement activities that support my readiness for career progression.	4.04	0.78	High
Overall Mean		4.02	0.59	High

Legend:

Rating	Range	Qualitative Description
5	4.20-5.00	Very High
4	3.40-4.19	High
3	2.60-3.39	Moderate
2	1.80-2.59	Low
1	1.00-1.79	Very Low

The teachers' perceptions of their readiness for the Career Progression Program in Impasugong District II indicate a generally high level of preparedness, with an overall mean of 4.02 (SD = 0.59). The highest-rated statement, "I am willing to pursue professional development for promotion," had a mean score of 4.38 (SD = 0.81), indicating strong motivation to pursue career advancement opportunities. This is followed by "I have set clear personal goals related to my career advancement in the teaching profession" (Mean = 4.17, SD = 0.76) and "I feel prepared to meet the requirements of the Career Progression Program" (Mean = 4.11, SD = 0.88), indicating that teachers have a clear direction for their career trajectory and confidence in fulfilling program requirements. Conversely, the lowest-rated statement, "I am mentally and emotionally ready to take on higher positions," received a mean of 3.82 (SD = 0.81), suggesting that while teachers are equipped with skills and knowledge, some perceive challenges in their mental and emotional readiness for higher roles.

Research shows that when teachers engage in structured professional development and clearly understand career requirements, they are more likely to perceive themselves as prepared and motivated for advancement (Exploring the influence of professional

development on teacher careers, 2016). This study found that professional development activities can influence intermediate career outcomes and enhance teachers' intentions to remain in the profession, suggesting that readiness is a construct that encompasses both cognitive and motivational dimensions. Additionally, research on teachers' career expectations found that many educators view career development and professional growth as central to their professional identity and readiness to meet future challenges (Gültepe, Bayındır, & Kenar, 2025). Finally, longitudinal studies on teacher competence and career perception show that teachers' confidence in their professional capabilities evolves with experience and training, affecting how they view career opportunities and challenges (Yu, An, & Zhao, 2023).

Table 6. Teachers' Perception of the Career Progression Program in Terms of Teachers' Motivations.

Statement	Mean	SD	QD
1. I am motivated to pursue career progression because of a possible promotion.	4.20	0.84	High
2. The Higher salary encourages me to pursue graduate studies.	4.10	0.94	High
3. The Recognition from colleagues and school leaders motivates me.	4.25	0.93	Very High
4. Personal growth and self-fulfillment are important reasons for my advancement.	4.48	0.66	Very High
5. The Career Progression Program inspires me to enhance my professional skills.	4.36	0.77	Very High
6. I am motivated to pursue career progression because it provides opportunities for professional recognition and leadership roles.	4.15	0.84	High
7. The possibility of improved job security and stability encourages me to advance in my career.	4.27	0.80	Very High
8. Support and encouragement from school administrators motivate me to pursue career advancement.	4.37	0.82	Very High
9. I am motivated to pursue career progression to improve my teaching effectiveness and learner outcomes.	4.44	0.69	Very High
10. Seeing other teachers successfully advance in their careers inspires me to pursue my own career progression.	4.43	0.76	Very High
Overall Mean	4.30	0.63	Very High

Legend:

Rating	Range	Qualitative Description
5	4.20-5.00	Very High
4	3.40-4.19	High
3	2.60-3.39	Moderate
2	1.80-2.59	Low
1	1.00-1.79	Very Low

Table 6 presents the teachers' perception of the Career Progression Program in terms of motivation, with an overall mean of 4.30 (SD = 0.63), interpreted as Very High. This indicates that teachers in Impasug-ong District II are strongly motivated to pursue career advancement.

Among the ten indicators, the highest mean was recorded for "Personal growth and self-fulfillment are important reasons for my advancement" (Mean = 4.48, SD = 0.66), suggesting that intrinsic motivation plays a major role in teachers' desire for career progression. This was followed by "I am motivated to pursue career progression to improve my teaching effectiveness and learner outcomes" (Mean = 4.44, SD = 0.69) and "Seeing other teachers successfully advance in their careers inspires me to pursue my own career progression" (Mean = 4.43, SD = 0.76). These findings indicate that both personal fulfillment and professional impact, along with peer inspiration, strongly influence teachers' motivation.

On the other hand, the lowest mean was observed in the statement "The Higher salary encourages me to pursue graduate studies" (Mean = 4.10, SD = 0.94). However, it still falls within the High category. This implies that while financial incentives are important, they are slightly less influential compared to intrinsic and professional growth factors. The relatively higher standard deviation (SD = 0.94) also suggests greater variability in responses regarding salary motivation.

Research on teacher motivation has consistently found that personal growth, professional fulfillment, and the desire to improve teaching quality are among the strongest motivators for educators to pursue advanced roles and professional development opportunities (Ryan & Deci, 2000; Klassen et al., 2012). In their study of career advancement in education, Smith and Ingersoll (2011) reported that recognition from colleagues, professional competence, and leadership opportunities are key motivational factors for teachers considering career progression. Additionally, Darling-Hammond, Hyler, and Gardner (2017) highlighted that sustained engagement in professional learning and a supportive school environment are more likely to inspire teachers to advance than external rewards alone. More recent research also shows that social comparison and peers' success influence teachers' motivation; educators are often inspired to pursue continuous professional growth when they see peers advancing in their careers (Gu et al., 2023).

Table 7. Teachers' Perception of the Career Progression Program in Terms of Barriers to Career Progression.

Statement	Mean	SD	QD
1. My Financial limitations hinder me from pursuing graduate studies.	3.89	1.00	High
2. The distance of universities from my school makes it difficult to enroll.	4.04	0.99	High
3. Time constraints (workload and family obligations) limit my professional growth	4.01	1.04	High
4. Lack of school or DepEd support makes career progression difficult.	3.44	1.15	High
5. Limited access to training or scholarship programs prevents me from pursuing advancement.	3.61	1.13	High
6. Heavy teaching workload prevents me from dedicating time to professional development activities.	3.66	1.15	High
7. Limited internet connectivity or lack of technological resources hinders my ability to pursue online training or graduate studies.	3.91	1.05	High
8. Family responsibilities and personal obligations limit my ability to engage in career advancement activities.	3.78	1.11	High
9. Lack of mentoring or guidance from senior teachers or administrators makes it difficult to plan and achieve career advancement.	3.31	1.23	High
10. The high cost of transportation to attend seminars, trainings, or graduate programs prevents me from pursuing career progression.	3.99	1.10	High
Overall Mean	3.76	0.81	High

Legend:

Rating	Range	Qualitative Description
5	4.20-5.00	Very High
4	3.40-4.19	High
3	2.60-3.39	Moderate
2	1.80-2.59	Low
1	1.00-1.79	Very Low

Table 7 presents the teachers' perception of barriers to career progression, with an overall mean of 3.76 (SD = 0.81) interpreted as High. This indicates that teachers generally experience considerable challenges in advancing their careers under the Career Progression Program.

Among the identified barriers, the highest mean was recorded for "The distance of universities from my school makes it difficult to enroll" (Mean = 4.04, SD = 0.99), suggesting that geographical location significantly affects teachers' access to graduate education. This was followed by "Time constraints (workload and family obligations) limit my professional growth" (Mean = 4.01, SD = 1.04) and "The high cost of transportation to attend seminars, trainings, or graduate programs prevents me from pursuing career progression" (Mean = 3.99, SD = 1.10). These results highlight that logistical and time

constraints, along with the financial costs of travel and enrollment, are major obstacles to career advancement. The relatively higher standard deviations in these items indicate varied experiences among teachers, though the overall perception remains high.

On the other hand, the lowest mean was observed in “Lack of mentoring or guidance from senior teachers or administrators makes it difficult to plan and achieve career advancement” (Mean = 3.31, SD = 1.23). Although this falls within the Moderate range based on the legend, it was still interpreted as High in the table. This suggests that while mentoring is a concern for some teachers, it is comparatively less significant than financial, geographical, and time-related barriers. The higher SD (1.23) also indicates greater variability in responses, suggesting that experiences with mentoring differ widely among respondents.

Several studies corroborate the finding that teachers encounter significant barriers to career advancement, particularly financial constraints, heavy workloads, and limited access to professional development opportunities. Research indicates that financial constraints and cost-related barriers—such as graduate program fees and transportation costs—are major obstacles to teachers pursuing further studies or training, especially in rural or under-resourced areas (Nguyen & Nguyen, 2020). Similarly, time constraints stemming from heavy teaching workloads and family responsibilities have been consistently identified as impediments to teachers’ professional growth and career development, as educators struggle to balance instructional duties with additional requirements for career progression (Alemu, 2021). Access issues, including the distance to institutions offering graduate programs and the limited availability of online or blended learning options, have been identified as significant barriers, particularly for teachers in geographically isolated schools (Muthama & Kimani, 2019). Additionally, research highlights the importance of institutional support, such as mentoring, guidance, and encouragement from administrators; the absence of such support is associated with reduced participation in professional development and slower career advancement (Achinstein & Athanases, 2016).

3.3 Test of Significant Difference

Table 8. Test of Significant Difference in the teachers' perception in terms of level of readiness, motivations, and perceived barriers to career progression when grouped according to Age.

		Sum of Squares	df	Mean Square	F	p	Remarks
Teachers' Readiness	Between Groups	3.600	5	.720	2.185	.062	Not Significant
	Within Groups	33.610	102	.330			
	Total	37.210	107				
Teachers' Motivation	Between Groups	2.912	5	.582	1.482	.202	Not Significant
	Within Groups	40.076	102	.393			
	Total	42.988	107				
Barriers in Career Progression	Between Groups	3.625	5	.725	1.125	.352	Not Significant
	Within Groups	65.727	102	.644			
	Total	69.352	107				

Table 8 shows the differences in teachers' perceptions of readiness, motivation, and barriers to career progression across age groups. None of the variables was statistically significant. For Teachers' Readiness, $F = 2.185$, $p = .062$; for Teachers' Motivation, $F = 1.482$, $p = .202$; and for Barriers in Career Progression, $F = 1.125$, $p = .352$. Since all p-values exceed 0.05, there is no significant difference among age groups, indicating that teachers' perceptions of readiness, motivation, and career barriers are consistent regardless of age.

Research on teacher professional development shows that intrinsic motivation and career-related attitudes are largely independent of age, as both younger and older teachers value professional growth and advancement opportunities (Klassen et al., 2012; Ryan & Deci, 2000). Similarly, studies on career progression in education indicate that perceived barriers such as workload, financial constraints, and access to training affect teachers across all age groups, suggesting that age is not a significant factor in shaping these perceptions (Alemu,

2021; Nguyen & Nguyen, 2020). Furthermore, research by Darling-Hammond, Hyler, and Gardner (2017) found that teachers' engagement in professional learning and readiness for career progression is influenced more by institutional support and personal motivation than by chronological age.

Table 9. Test of Significant Difference in the teachers' perception in terms of level of readiness, motivations, and perceived barriers to career progression when grouped according to Years in Service.

		Sum of Squares	Df	Mean Square	F	P	Remarks
Teachers' Readiness	Between Groups	2.675	6	.446	1.304	.262	Not Significant
	Within Groups	34.535	101	.342			
	Total	37.210	107				
Teachers' Motivation	Between Groups	3.809	6	.635	1.636	.145	Not Significant
	Within Groups	39.179	101	.388			
	Total	42.988	107				
Barriers in Career Progression	Between Groups	1.322	6	.220	.327	.921	Not Significant
	Within Groups	68.030	101	.674			
	Total	69.352	107				

Table 9 presents tests of significant differences in teachers' perceptions of readiness, motivation, and perceived barriers to career progression, grouped by years in service. The results indicate that none of the variables were statistically significant, as all p-values exceeded the 0.05 significance level. For Teachers' Readiness, the computed value was $F = 1.304$, $p = .262$, showing that differences in readiness among teachers with varying years of service are not statistically significant. Similarly, Teachers' Motivation yielded $F = 1.636$, $p = .145$, indicating no significant difference in motivation across years of service. Lastly, for Barriers in Career Progression, the result was $F = 0.327$, $p = .921$, indicating that perceived barriers are consistent across teachers' years in service.

Research on teacher professional development shows that intrinsic motivation, career-related attitudes, and perceived obstacles are influenced more by personal goals and institutional support than by years in service (Ryan & Deci, 2000; Klassen et al., 2012). Studies examining barriers to professional growth in education also suggest that factors such as workload, financial constraints, access to training, and institutional support affect teachers

regardless of their tenure in the profession (Nguyen & Nguyen, 2020; Alemu, 2021). Similarly, Darling-Hammond, Hyler, and Gardner (2017) found that engagement in professional development and readiness for career advancement are not significantly associated with experience level, but rather with ongoing opportunities for growth and motivation to improve.

Table 11. Test of Significant Difference in the teachers' perception in terms of level of readiness, motivations, and perceived barriers to career progression when grouped according to Career Stage.

		Sum of Squares	Df	Mean Square	F	p	Remarks
Teachers' Readiness	Between Groups	1.521	4	.380	1.097	.362	Not Significant
	Within Groups	35.689	103	.346			
	Total	37.210	107				
Teachers' Motivation	Between Groups	1.267	4	.317	.782	.540	Not Significant
	Within Groups	41.721	103	.405			
	Total	42.988	107				
Barriers in Career Progression	Between Groups	3.028	4	.757	1.176	.326	Not Significant
	Within Groups	66.323	103	.644			
	Total	69.352	107				

Table 11 shows no statistically significant differences in teachers' perceptions of readiness, motivation, or perceived barriers to career progression across career stages, as indicated by the ANOVA results. For teachers' readiness, the F-value of 1.097 with a p-value of .362 exceeds the 0.05 threshold, indicating that differences across groups are not significant and are likely due to chance rather than career-stage variations. Similarly, for teachers' motivation, the F-value of .782 and p-value of .540 confirm no meaningful differences, with within-group variation dominating over between-group differences. Thus, perceived barriers to career progression do not differ significantly ($F = 1.176$, $p = .326$), indicating that career stage does not influence perceptions of barriers across the sample.

Tabudlong and Alo (2025) found no significant differences in public elementary teachers' perceptions of expanded career progression across profiles like position and length of service ($p > 0.05$ for all), aligning with the uniform readiness ($F = 1.097$, $p = .362$), motivation ($F = .782$, $p = .540$), and barriers ($F = 1.176$, $p = .326$). Similarly, Ponnock, Torsney, and

Lombardi (2018) reported no significant motivational differences between mid- and late-career teachers using the FIT-Choice model, consistent with the lack of stage-based variation.

Table 12. Test of Significant Difference in the teachers' perception in terms of level of readiness, motivations, and perceived barriers to career progression when grouped according to Educational Qualification.

		Sum of Squares	df	Mean Square	F	p	Remarks
Teachers' Readiness	Between Groups	5.471	3	1.824	5.976	.001	Significant
	Within Groups	31.739	104	.305			
	Total	37.210	107				
Teachers' Motivation	Between Groups	1.352	3	.451	1.126	.342	Not Significant
	Within Groups	41.636	104	.400			
	Total	42.988	107				
Barriers in Career Progression	Between Groups	.479	3	.160	.241	.867	Not Significant
	Within Groups	68.873	104	.662			
	Total	69.352	107				

Table 12 indicates a statistically significant difference in teachers' perceptions of readiness by educational qualification, while motivation and barriers to career progression show no significant differences across groups. For teachers' readiness, the ANOVA results reveal significant variation ($F = 5.976$, $p = .001$), with the p-value well below the 0.05 threshold, thereby rejecting the null hypothesis and indicating that educational qualifications meaningfully influence perceived readiness levels. In contrast, teachers' perceptions of motivation show no significant differences ($F = 1.126$, $p = .342$), with the p-value exceeding 0.05, indicating that within-group variation predominates and qualifications do not affect motivation uniformly. Similarly, perceived barriers to career progression are not significant ($F = .241$, $p = .867$), confirming consistent views across qualification groups, with negligible between-group differences.

Villaver et al. (2024) cited that educational attainment significantly predicts teacher readiness for curriculum implementation, with higher qualifications linked to greater preparedness in knowledge and instructional strategies, mirroring the between-group variation here. Moreover, Hung et al. (2016) identified educational background as a key factor influencing

teachers' readiness for online learning, with advanced qualifications enhancing self-efficacy and transfer skills, aligning with the ANOVA's rejection of the null hypothesis for readiness.

3.4 Test of Significant Relationship

Table 13. Test of Significant Relationship between the level of teachers' readiness, motivations, and perceived barriers, and their perceptions of the Career Progression.

	r-Value	p	Remarks
Teachers' Motivation	.689**	.000	Significant
Barriers to Career Progression	.224*	.020	Significant

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 13 shows statistically significant positive correlations between teachers' readiness, motivation, and perceived barriers and their overall perceptions of career progression. Both variables are significant, with motivation showing a stronger relationship. Teachers' readiness has a strong positive correlation with perceptions of career progression ($r = .689^{**}$, $p = .000$), indicating that higher readiness is closely associated with more favorable views of career advancement. Similarly, perceived barriers show a moderate positive correlation ($r = .224^*$, $p = .020$), indicating that greater awareness of barriers is associated with distinct perceptions of career progression, significant at the 0.05 level.

Ozturk (2018), Alotaibi (2020), and Richardson and Watt (2010), via the FIT-Choice model, demonstrated strong positive correlations ($r \approx = .60-.70$) between intrinsic motivation/readiness factors and perceptions of long-term career commitment among teachers, echoing the robust readiness link here. Likewise, Klassen et al. (2012) found moderate barrier-related correlations ($r = .20-.30$, $p < .05$) with career satisfaction, in which perceived obstacles shaped views of progression without overwhelming positive drivers such as readiness.

Table 15. Test of Significant Relationship between the level of teachers' motivations and perceived barriers of the Career Progression.

	r-Value	p	Remarks
Test of the relationship between the level of teachers' motivations and Barriers to Career Progression	.322**	.001	Significant

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 15 presents the results of an examination of the relationship between teachers' motivations and perceived barriers to career progression. The analysis reveals a statistically significant positive correlation between these variables. Specifically, higher levels of teachers' motivation are moderately associated with greater perceived barriers to career progression ($r = .322^{**}$, $p = .001$), indicating significance at the 0.01 level and suggesting that motivated teachers tend to perceive more obstacles to their career advancement.

Klassen et al. (2012) identified a moderate positive association between teacher motivation and burnout-related barriers, suggesting that intrinsically motivated teachers notice structural limitations more acutely. Richardson and Watt (2010), using the FIT-Choice model, reported a comparable association: high initial motivation heightens recognition of career impediments as teachers seek growth opportunities. Likewise, Wang (2025) confirmed a strong correlation between work motivation and job stress barriers in online teaching contexts, reinforcing the idea that motivation amplifies perceived barriers without eroding commitment.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

Based on the findings of this study, it can be concluded that:

The demographic profile of teacher-respondents characterizes a predominantly young, early-career workforce that is well-positioned for career progression within the teaching profession. With over 60% aged 25-40 years, more than half having 1-10 years of service, and 72.2% at entry-level Teacher I positions alongside strong graduate education (over 58% with MA units or higher), this sample reflects a motivated cohort eager for advancement yet potentially constrained by limited senior representation.

Teachers perceive the Career Progression Program positively across readiness (overall mean = 4.02, High), motivation (overall mean = 4.30, Very High), and barriers (overall mean = 3.76, High), reflecting strong confidence in skills and goals, intrinsic drive from personal growth and peer inspiration, and notable yet manageable obstacles like time constraints and distance. ANOVA analyses confirm uniform perceptions across age groups (all $p > .05$), underscoring that these positive views persist among both younger and older teachers.

The study concludes that teachers' perceptions of readiness, motivation, and perceived barriers to career progression do not differ significantly across age, years in service, or career stage, indicating that teachers share relatively uniform views regardless of their demographic profile or professional standing. The ANOVA results consistently showed non-significant differences across these variables, suggesting that experience, age, and career level do not

substantially influence how teachers perceive their preparedness, motivation, or challenges in advancing their careers. However, educational qualification was found to significantly affect teachers' readiness for career progression ($F = 5.976$, $p = .001$), whereas motivation and perceived barriers were not significant. This implies that teachers with higher educational attainment feel more prepared to meet advancement requirements, highlighting the important role of advanced education in enhancing teachers' confidence and readiness for career progression.

The findings indicate that teachers' readiness and motivation are key factors influencing their overall perceptions of the Career Progression Program, with motivation emerging as the strongest predictor. A strong positive correlation between motivation and perceptions of career progression ($r = .689$, $p = .000$) suggests that highly motivated teachers tend to view the program more favorably. Perceived barriers also show a significant but moderate positive relationship with overall perceptions ($r = .224$, $p = .020$), indicating that awareness of challenges does not necessarily diminish positive views of the program. Moreover, the moderate positive correlation between motivation and perceived barriers ($r = .322$, $p = .001$) implies that more motivated teachers may recognize more obstacles, possibly because their strong aspirations heighten their awareness of systemic challenges.

4.2 Recommendations

Based on the findings and conclusions of the study, the following thesis recommendations can be made:

School administrators and DepEd officials may consider strengthening support mechanisms for teachers pursuing career advancement by providing accessible information, clear guidelines, and structured orientation programs on promotion requirements and competencies, helping teachers feel more prepared and confident in meeting career expectations.

The Department of Education may also enhance scholarship grants, financial assistance, and transportation support programs, as these initiatives may help address financial and distance-related barriers that hinder teachers from pursuing graduate studies and other professional development opportunities.

School heads may implement mentoring and coaching programs that assist teachers, especially those in entry-level positions, in planning and preparing for career advancement, thereby fostering a supportive professional environment.

Teachers may be encouraged to pursue higher educational qualifications, such as completing master's or doctoral degrees, as advanced education may significantly enhance their readiness and confidence for career progression. Professional development planners may design flexible training schedules and blended learning opportunities to help teachers manage their workloads and family responsibilities while pursuing career advancement, thereby reducing perceived barriers and promoting continuous growth.

Additionally, motivational enhancement initiatives, such as recognition programs and leadership development activities, may be strengthened, as motivation strongly predicts positive perceptions of the Career Progression Program and may inspire teachers to pursue professional growth actively.

Future researchers may conduct similar studies in other districts or divisions to validate the findings and explore additional variables that may influence teachers' readiness, motivation, and perceived barriers, thereby providing further insights to guide policy and program development in teacher career progression.

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