



DETERMINANTS OF PERFORMANCE APPRAISAL AND PROMOTION OF TEACHERS AMONG NATIONAL HIGH SCHOOLS IN A DIVISION: BASIS FOR INTERVENTION

REA A. PANGILINAN

ORCID No. 0009-009-9045-0905

Pablo Roman National High School

Bataan, Philippines

Abstract: *The study was conducted to investigate why some teachers achieved career progression successively over a short period of time while others remained in the Teacher-I position for long years. The researcher was prompted to conduct a study that would be instrumental in determining the factors affecting the promotion of Teacher I in the Division of Bataan, who, despite their long years of service and exceptional performance, have not been promoted due to their unwavering dedication to their work. Further, performance appraisal of teachers using IPCRF and the criteria for promotion as articulated in DepEd Order No.66,s.2007, or the Revised Guidelines on the Appointment and Promotion of Other Teaching and Related Teaching Positions, being the basis for promotion of teachers in public schools, was carefully scrutinized to assess which of the criteria affects the promotion of teachers. The population of this study was selected using the Purposive Sampling Technique. Specifically, teachers from National High Schools were the respondents in this study. Research techniques employed included structured interviews and survey questionnaires. A researcher developed survey questionnaires, validated by an expert, as the primary instrument for gathering data in this research. The aim was to obtain pertinent data that would address the questions outlined in the problem statement. The study used mixed methods research to gather quantitative and qualitative data. The results of this study indicate that a lack of outstanding accomplishments, graduate studies, and opportunities for professional development, along with lower levels of seminars and training, significantly impact their chances of promotion. Consequently, the findings of this study served as a database for the intervention plan that may help address the emerging concerns of teachers who stagnate in the Teacher I position.*

Keywords: *Performance Appraisal, Promotion, Teacher I, Mixed Method, Division of Bataan, Philippines*

INTRODUCTION

The researcher found that some instructors are promoted quickly, while others stay in Teacher-I for years. The researcher was motivated to conduct a study to determine the factors that prevent job promotion of teachers, especially Teacher Is, at National High Schools in the Division who have worked for years but have not been promoted despite their exceptional performance and dedication. Firstly, the desire for promotion among teachers is often linked to efforts to improve educational quality and student outcomes. (Evans & Acosta, 2023) examine recruitment strategies for hard-to-staff schools, revealing that incentives such as early promotions, professional awards, and financial bonuses can significantly enhance teacher willingness to serve in challenging environments. (Cross et al., 2019) contribute to this discourse by examining the enablers and barriers to mentorship in career advancement, particularly for female health academics. Promotion entails job change with increased compensation and benefits. 2017 (Kombat). Job promotions frequently enhance pay (Noe et al., 2015). In addition to the motivational implications of promotions, the concept of fairness in promotion processes is crucial. Boudlaie et al. (2022) found that employees often view promotion processes through the lens of justice and equity. When promotions are perceived as equitable and based on merit, employees are more inclined to remain with the organization and invest in their roles. Most employees like job promotions because they show the job's rewards and other job-related benefits. Research conducted by (Richter, 2023) highlights other organizational factors that influence promotion outcomes, suggesting that the culture of an organization plays a crucial role in employees' perceptions of merit-based advancement. When organizations demonstrate a commitment to career development and equitable promotional practices, employees are more likely to feel valued, leading to increased loyalty and reduced turnover. Wali et al. (2022) explore the relationship between employees' dynamic



capabilities and innovative work behavior, noting that promotions encourage individuals to embrace novel ideas and behaviors that enhance their job performance. Performance appraisal and promotion are essential in any company, including schools. Knowing what drives performance appraisal and teacher promotion in national high schools within a division is key. Understanding the system's strengths and faults can suggest initiatives to improve teachers' effectiveness. Performance appraisal evaluates an employee's job performance against predetermined criteria. Organizations utilize it to find areas for improvement and give staff feedback. Good performance earns promotion, which usually increases compensation and responsibility. In national high schools in a division, performance appraisal and promotion of teachers are likely to be influenced by factors such as teaching quality, experience, qualifications, resources, and education department policies and practices. To identify factors affecting teacher performance rating and promotion in national high schools in a division, a study was conducted. This information can be used to build interventions to improve teacher performance and school quality. The investigation can also reveal education department policies and practices that can be improved. This can improve student and teacher prospects by making education more efficient and effective. In conclusion, the study on the determinants of teacher performance appraisal and promotion in national high schools in a division is crucial for identifying system strengths and weaknesses and developing interventions to improve teacher performance.

ASEAN studies have explored teacher promotion and performance appraisal in Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam. Moreover, Vuong & Nguyen (2022) conducted a thorough review of methodologies for measuring employee performance, emphasizing a systematic approach that enhances the accuracy of performance evaluations. Their work highlights that organizations must adopt robust criteria for evaluating performance to ensure fair promotional practices, which in turn positively influences employee morale and organizational effectiveness. Performance evaluation is defined as "For administrative purposes, involving placement, it is the process of assessing the employee's qualification standard in relation to the work." Teachers' performance is assessed, managed, and improved through performance appraisal. It involves promotion selection, financial incentives, and other acts that treat group members differently rather than equally. It should allow employer and teacher to communicate institution expectations and student accomplishments. OECD (2013). Performance appraisal routinely identifies and communicates individual responsibilities, expected objectives, required behavior, and competences to align them with the organization's strategic goals. According to Mohammad and Daisy (2015), employees who believe their organizations conduct appraisals fairly and emphasize their skills and work behaviors are more productive and expect more promotions. Thus, instructors must comprehend promotion criteria to advance their careers as a reward for their dedication and loyal performance of their tasks in providing quality education to students.

Performance appraisal and promotion are essential in any company, including schools. Knowing what drives performance appraisal and teacher promotion in national high schools within a division is key. Understanding the system's strengths and faults can suggest initiatives to improve teachers' effectiveness. Performance appraisal evaluates an employee's job performance against predetermined criteria. Organizations utilize it to find areas for improvement and give staff feedback. Good performance earns promotion, which usually increases compensation and responsibility.

In national high schools in a division, performance appraisal and promotion of teachers are likely to be influenced by factors such as teaching quality, experience, qualifications, resources, and education department policies and practices. To identify factors affecting teacher performance rating and promotion in national high schools in a division, a study was conducted. This information can be



used to build interventions to improve teacher performance and school quality. The investigation can also reveal education department policies and practices that can be improved. This can improve student and teacher prospects by making education more efficient and effective. In conclusion, the study on the determinants of teacher performance appraisal and promotion in national high schools in a division is crucial for identifying system strengths and weaknesses and developing interventions to improve teacher performance.

Several studies have studied how performance appraisal affects employee motivation and commitment. However, little research has examined how performance rating affects teacher advancement. The researcher conducted this study to examine the elements that affect teacher promotion in Bataan National High Schools due to the discovered gaps. This study examined the promotion standards for public school teachers seeking advancement, unlike others. In addition, this study developed an action plan to solve teachers' promotion challenges. To fill the knowledge gap, this study examined which performance rating determinants most affected teacher career progression. Thus, this study can illuminate Bataan's teacher promotion system and help them improve it.

FRAMEWORK

The study on the factors of teacher performance appraisal and promotion in national high schools in a division uses numerous ideas and concepts. Human Capital Theory is relevant to this investigation. This hypothesis states that investing in education and skills increases earnings and job options. This hypothesis can be used to explore how teacher qualifications and experience affect performance rating and advancement. Another important idea is Expectancy idea. This hypothesis implies that people work hard when they think their efforts will pay off. This theory can be used to study how the performance appraisal and promotion system motivates teachers to work well. The study can also use Organizational Justice, which relates to an organization's perceived fairness in policies and practices. It can be used to study how teachers view the performance rating and promotion system and how it influences their motivation and job satisfaction. Finally, the study can use Best Practices, the most effective and efficient means to achieve goals. This idea can be utilized to study performance rating and promotion systems in other schools and how they can be applied to national high schools in a division. The study's theoretical framework is based on several theories and concepts that can help explain the factors that affect teacher performance appraisal and promotion in national high schools in a division and guide interventions to improve the system. The study on the factors of teacher performance rating and promotion in national high schools in a division uses numerous key ideas and variables. This study's independent variables are teaching quality, experience, teacher credentials, resources, and education department policies and practices.

The researcher also anchored Dr. Laurence J. Peter's language and notions to structure this study. The Peter Principle asserts that development is rewarded for workplace competence, which is obvious and recognized. Further emphasizing the impact of motivation on job performance, Kalogiannidis (2021) reviewed various motivational factors that affect employee productivity within the public sector, concluding that increased motivation derived from promotional opportunities significantly contributes to organizational performance and growth.

Some researchers' definitions and benefits of promotions are: Organizations use promotion to enhance employee productivity, according to Sobirin (2016). Promotion improves work skills to further careers (Rivai & Sagala, 2019). Reflecting on the intrinsic rewards of promotions, Santoso (2024) emphasized that promotions serve not only as financial incentives but also as opportunities for professional growth



and recognition. Many scholars view promotions as a key element of employer–employee relations (Belyh 2020). Promotion and wage enhancement always increase contributions. Promoting clarity and consistency in employment views keeps employees happy. Promotions help managers reduce workforce turnover. Happy workers are also more likely to be endorsed. Additional awards make employees happier and more dedicated, which boosts performance. Employee turnover attitudes are affected by this. 2015 (Rubel et al.).

Promotion is an important decision because it involves a change in rank and more duties and responsibilities. It must be made after careful assessment of one's skills, performance, and other factors like performance, length of service, merit and ability, educational/technical qualifications, potential, promotion spacing, career span, and training. Moreover, job satisfaction resulting from promotions is closely tied to structural elements that support career growth and personal development, as indicated by Subedi et al. (2024). Performance is the complete qualitative and quantitative contributions of one or more employees to an organization's goals (Güngör and Biberici, 2011). The employee's ability to do the assignment on time is also considered. (Arslan et al., 2016, 79).

In Kubat (2012), the performance process is viewed from numerous perspectives rather than by superiors from one. (Kubat 2012).

According to Sutrisno (2016), employee performance is measured by quality, quantity, working time, and cooperation to meet organizational goals. Quality and quantity of work done by an employee to complete his job determines performance (Mangkunegara, 2017). According to Fahmi (2017), performance is the result of a process measured over time based on established agreements and circumstances.

Department of Education teachers are promoted based on performance appraisals. Performance appraisal affects employee advancement, according to Rubel et al. (2015). Performance evaluation evaluates and improves university staff productivity and accomplishments individually and collectively. Kivipöld (2020).

Another interesting study by Kivipöld (2020) found that performance evaluation is used to examine and improve teacher productivity and successes on an individual or team level. Performance assessment is the process of reviewing an employee's job performance and comparing it to predetermined criteria and objectives based on specific roles and responsibilities. Employee performance rating systems use data from superiors, subordinates, and clients or contractors, according to Alexandrua and Diana (2015). This multi-source feedback assessment method is the latest and most popular. Arslan et al. (2016) described performance appraisal as evaluating an employee's performance using information from coworkers, supervisors, direct reports, and internal and external sources. Effective performance evaluation, including a functional awarding system (Çelikten & Özkan, 2018), can enhance teacher performance. Performance evaluation studies improve education quality, according to research.

In teacher performance evaluations, many criteria and descriptions help administrators and evaluators comprehend teacher performance objectives. The most effective teachers have numerous features, according to extensive research. For teacher evaluation, descriptors are useful (Chester & Commissioner, 2014). Performance evaluation involves gathering, assessing, and recording information about an employee's worth to assess their performance and identify areas for improvement (Manjunath, 2015). Muthuri et al. (2019) found that performance evaluation determined awards, promotions, and development. Ahmed (2015) states that the performance appraisal process includes (1) setting measurable performance standards, (2) communicating them to employees, (3) measuring actual performance, (4) comparing it to standards, (5) discussing the appraisal with the employee, and



(6) taking corrective action. A good performance review helps attain the goal. Evaluators give employees positive feedback, which boosts performance and organizational success. It also encourages employees, ensures fair and appropriate administrative actions, helps manage individual performance, and supports developmental use (measuring organizational performance goals, relocating employees for development, and identifying training needs). It aids administrative tasks like salary, promotion, retention, termination, layoffs, and discipline. (Aguinis, 2019) Since performance appraisal is a requirement for promotion, the researcher calculated the respondents' average or rating in their Individual Performance Commitment and Review Form (IPCRF), which assesses teachers' performance in 5 Key Result Areas (KRAS): content knowledge and pedagogy; learning environment; diversity of learners; community linkages and factor.

OBJECTIVES OF THE STUDY

The study aimed to identify the factors that affected the promotion of Teacher I in the Division and the challenges they encountered in acquiring promotion. Furthermore, this research aimed to develop an intervention plan based on the study's findings.

METHODOLOGY

Research Design

The appropriate research methods or design for the study, which investigated the determinants of teachers' performance appraisal and promotion among national high schools in Bataan, included the following: Survey research: A survey was conducted to gather data on the criteria in the Revised Guidelines on the Appointment and Promotion of Teachers that significantly affect the promotion of Teacher I in the Division. The survey was administered to teachers in the Division. Quantitative research: Quantitative research methods were used to analyze the data collected from the study and identify the criteria that have the most significant impact on the promotion of Teacher I in the Division. Qualitative research: Qualitative research methods, such as content analysis, were used to analyze the data collected and identify common themes and patterns in the challenges encountered by respondents. Overall, a mixed-methods approach that combined both quantitative and qualitative research methods was utilized for this study. This provided a more comprehensive understanding of the determinants of teachers' performance appraisal and promotion, the challenges encountered by respondents, and the intervention plan that can be drawn based on the findings.

Research Site

The study was conducted on all public secondary schools in the Division of Bataan.. The study focused on national high schools in the Division.

Participants

Researchers use their judgment to select population individuals for study via non-probability purposeful sampling. Purposive sampling selects individuals based on study question-relevant criteria (Creswell, 2014). In short, researchers chose responders on purpose. This sampling strategy also relies on the researcher's judgment to select data providers to meet study aims. Participants and setting of the Bataan national high school study on teachers' performance rating and promotion: The Bataan Division, Philippines, hosted it. The survey examined Division national high schools. Teachers at Bataan national high schools were surveyed. Random sampling determined the sample size. A random sample size was used for the investigation. The number of Bataan Division teachers, administrators, and HR managers determined the sample size.



Instrumentation

Instrumentation Data was acquired via surveys and structured interviews. Teachers, school administrators, and human resources managers were surveyed to determine the factors that influence Teacher I promotion in the Division and the problems they face in obtaining promotion. To learn more, selected instructors who had trouble getting promoted were interviewed. A survey questionnaire was created to examine Bataan national high school teachers' performance rating and promotion factors. The following guidelines describe how to build this study's survey questionnaire. A demographic overview: The poll begins with demographic questions regarding participants' age, marital status, gender, and teaching experience. Criteria for Promotion: The poll evaluated respondents' performance, education, accomplishments, training, potential skills, and psychological traits. People were also asked about their promotion challenges in the poll. The survey questionnaire was meant to collect comprehensive and relevant data on teachers' performance rating and promotion determinants, respondents' obstacles, and an action plan based on the findings. To ensure validity and reliability, the survey questionnaire was pre-tested before being given to respondents. Validation and dependability are crucial when creating a research survey questionnaire. The survey questionnaire for this study was validated and reliable using these methods: Face value: Education and human resource management specialists assessed the survey form to ensure relevance, clarity, and comprehension. Pilot testing: A small sample of participants pre-tested the survey questionnaire to discover any ambiguity or confusion. Content validity: The survey questionnaire measured promotion criteria, difficulties, and the intervention plan. The questions fit the study population. Test-retest reliability: A sample was given the survey questionnaire twice with a time gap between to determine response consistency. Good internal consistency: The survey questionnaire's items measure the same construct and are connected. The survey questionnaire must be validated and verified to ensure accurate and reliable data and valid and generalizable study outcomes to the study population. The study to determine the drivers of teachers' performance rating and advancement in Bataan national high schools must consider ethics. Some ethical considerations for this study: told Consent: Participants were told of the study's purpose, their rights, and the risks and benefits. All subjects gave informed consent before data collection. Privacy and confidentiality were maintained. The data was confidential and anonymous, only accessible to researchers. Voluntary Participation: Participants could leave the study at any moment without penalty. The study did not damage or discomfort participants. Fairness: The study was impartial. The researcher avoided conflicts of interest and biases that could affect study results. This study's ethical considerations were carefully reviewed and handled to ensure ethical and responsible conduct. The researcher kept participants' rights and welfare in mind and communicated openly. Additionally, the researcher followed the following ethical guidelines during the investigation. Surveys and interviews were validated when the school principal gave permission. Instruments were used to overcome problem statement difficulties. We got consent from everyone. With respect for all participants, this study maintained identity anonymity. The researcher was solely responsible for data confidentiality. There were no compelled study participants or respondents. This study prioritized participant privacy and anonymity. To preserve research participant confidentiality, the Data Privacy Act of 2012, Republic Act # 10173, was followed. It protects the fundamental human right to privacy and communication while ensuring the free flow of information to stimulate innovation and growth. Respondents were informed of all relevant study activities and not pushed to participate.

Data Collection



The researcher got approval from the principal and Schools Division Superintendent before collecting data. Three data gathering phases were used in the study. The initial, floating, and retrieval stages. First phase. This phase included data collection's beginning. Floating the response communication letter. Floating mode. This phase collected data. Since the study used Google Forms, the survey will be conducted there and the results will be automatically summarized and analyzed and shown during retrieval. Retrieval, the final phase, collected results for summary, consolidation, and analysis. Data gathering will begin after permits are granted. The researcher will collect data from Teacher I at Bataan National High Schools.

RESULTS AND DISCUSSION

Many teachers are married, over 30, and have worked for years. 11 Filipino, 14 English, 13 Math, 13 Science, 8 AP, 4 Values, and 8 TLE Teachers responded. Division of Bataan National High School teachers were mostly rated good or excellent. Most respondents rate their performance well. Most teachers can be promoted with highly satisfactory performance throughout the last three evaluation periods. The PPST-aligned IPCRF evaluates teachers. IPCRF exams showed responders performed well in KRA 1: Content Knowledge and Pedagogy and KRA 2: Curriculum and Planning. Few also did well in KRA 5: Professional Growth & Development and KRA 6 Plus Factor. Teacher performance must improve based on KRA 5 and 6. To be promoted, teachers must excel in most crucial results areas. Top performance ratings increase their ranking. Their excellent ratings show their teaching passion. According to their DepEd Teacher I service histories, most responders held their positions for years. Years of service qualify most teachers for promotion. Six (8.1%) Outstanding Awards, one (1.4%) Innovation, and 38 (51%) Research & Development were outstanding achievements. 35% are published or authors, 29 or 39.2% are consultants or researchers. Innovation and R&D are the hardest criteria for excellence, study shows. The results suggest further action research and new writing workshops for teachers. Of the 74 respondents, 32 had a Bachelor's Degree, 24 had completed their Master's program, 12 had completed their Academic Requirements, and just six had gotten a Master's. Since Bachelor's and Master's units were not scored, only the 12 with Complete Academic Requirements and 6 with Master's Degree will qualify for promotion. Graduate classes were avoided due to financial restrictions, time constraints, and family duties. Five district teachers, 27 division teachers, 12 regional teachers, 20 national teachers, and 10 international instructors attended seminars. The findings imply educators may pay for advanced seminars and training to promote their personal and professional growth. Some workshops have limited slots, so not all teachers may attend. Some learning areas have less teacher trainings. Teachers can pay for national and international training outside Bataan. Teachers are proficient in prospective skills and psychosocial qualities, according to respondents' self-assessments. The researcher investigated respondents' promotion performance and credentials and why they thought they were promoted. The study found that respondents have financial constraints to pursue graduate studies, lack of time to prepare promotion requirements due to work and family obligations, no innovation and research, too many documents to prepare for ranking, low performance rating, and a need to learn more about promotion guidelines. The survey indicated that 23 or 31.08 percent of respondents evaluated KRA 1: Content Knowledge and Pedagogy highest, 15 or 20.27 percent KRA 2: Learning Environment & Diversity of Learners, and 13 or 17 percent KRA 3: Assessment and Evaluation. 57% of 12 or 16 respondents ranked KRA 3: Curriculum and Planning highest. 22 percent rated KRA 4: Assessment and Reporting highest, whereas 80 (10.81 percent) rated KRA 5: Professional Growth and Professional Development. Few respondents (4.05%) scored highest in KRA 6: Plus Factor. Respondents rated KRA 1: Content Knowledge and Pedagogy and KRA 2: Learning Environment and



Learner Diversity highest. This data also illustrates where respondents excelled and where teachers need to improve to increase their IPCRF rating, which accounts for the majority of promotion points. Teachers with pedagogy and topic expertise perform better, according to Nessipbayeva (2016). Solis (2011) found that professional development increases subject instructors' performance in diverse classrooms.

The study indicated that 29 or 39.19 percent of respondents kept their Teacher I Position for 0-5 years, 24 or 32.43 percent for 6-10 years, 5 or 6.76 percent for 11-15 years, 2 or 2.70 percent for 16-20 years, 5 or 6.76 percent for 21-25 years, and 9 or 12.16 percent for 26+ Most respondents meet the promotion criterion, as the minimum teaching experience is 3 years and the maximum relevant experience is 5 years.

The study demonstrated respondents' frequency in each Outstanding Accomplishments category. Six respondents (8.1%) received Outstanding Awards, one (1.4%) for invention, and 38 (51%) for R&D. 35 percent have Publication or Authorship, 29 or 39.2% have Consultant or Research Speakership. The findings show that Research & Development is the hardest requirement for great achievement.

In addition to providing instruction, teachers also need to carry out other duties, such as conducting research (Hayes, 2011). Despite the advantages, challenges exist in conducting action research. Tindowen et al. (2019) indicate that educators often encounter difficulties in literature searches, data collection, and analysis. However, conducting action research can be challenging for many teachers. The findings suggest that educators lack the necessary writing abilities for action research.

In terms of educational attainment, this research presented that 32 or 43. Twenty-four percent of respondents graduated with a Bachelor's Degree. 24 or 42.43 percent of respondents acquired Master's Units. 12 or 16.22 percent of respondents have completed the Academic Requirements for a Master's Degree. 6 or 8.11 percent of respondents earned a Master's Degree, and none of the respondents have completed the academic requirements for a Doctoral Degree. As stated in the criteria for promotion, no points are assigned to Bachelor's Degree and Master's Units. The data reveal that only 18 out of the 74 have postgraduate studies.

In life, education is a continuous process. It is the procedure for improving a person's knowledge, talent, cognition, and character. It is a technique that helps people develop their latent qualities so they can benefit both themselves and society. Additionally, (Schueller, 2023) discusses the impact of transnational education on labor market outcomes, contributing to the growing body of literature that emphasizes the educational characteristics of institutions.

Additionally, 5 or 6 were found. District-level training drew 75 participants. Of these, 27 (36.49%) attended Division Level trainings and 12 (16%) attended elsewhere. Twenty-two respondents received regional training, 20 national, and 10 international. Respondents' promotion points depend on their training level. Gillies (2015) stressed that education and training were the best ways to improve workforce quality. According to the human capital hypothesis, education is an investment that increases employment and economic growth for the person and state (Gillies 2015). Education is essential for economic growth. According to the human capital hypothesis, education and training help people gain the knowledge, skills, competences, qualities, and attitudes needed to succeed in a changing global economy (Gillies, 2017). Human capital is based on how educators help students develop intellectual, metacognitive, social, and emotional skills to improve efficiency. This study also reported respondents' self-assessments. The respondents ranked themselves on the Likert scale of good, very good, and exceptional for communication skills, ability to communicate ideas, awareness, judgment, and leadership, which the panelists consider when ranking for promotion.

The majority of respondents ranked their Potential Skills as very good. Ability to communicate and present ideas. A teacher who communicates well simplifies things, according to Freddie Silver (2016). Effective communication is essential to teaching, classroom management, and student interaction. Teachers must teach various students with different perspectives and mental processes. A teacher must build communication skills to interest pupils in learning and educate according to their aptitude and potential (Sng Bee, 2012). Teacher practical communication skills are essential for student academic and career success. Students receive more oral instructions from teachers.

The credibility and effectiveness of performance evaluations depend significantly on the evaluators' ability to exercise sound judgment. Research conducted by Martin & Shapiro (2011) highlights that teacher judgments concerning students' academic performance correspond closely to students' actual performance on standardized measures. Additionally, teacher evaluations can affect how students are placed in programs or ability groups, whether they stay in their grades, and ultimately, their future academic paths. Francis et. al (2016)

The literature consistently demonstrates that teacher leadership has a positive impact on student learning. According to (Angelle & DeHart, 2016), teacher leaders effectively influence colleagues' instructional practices, resulting in improved educational experiences for students. Several fundamental tenets define teacher leadership, including: (1) "advocating what's right for students; (2) opening the classroom door and going public with teaching; (3) working 'alongside' teachers and leading collaboratively; (4) taking a stand; and (5) learning and reflecting on practice as a teacher and leader" (Lieberman & Friedrich, 2010). Each teacher's autonomy and voice are accepted and reinforced, which contributes to the perception that the mutual trust created through collaborative activities is beneficial.

The study revealed that the following challenges encountered by respondents in their pursuit for promotion: lack of credentials for promotion, financial constraint to pursue graduate studies, lack of time to prepare the requirements for promotion due to work and family obligation, no innovation and research, too numerous documents to prepare for ranking, low performance rating and needs to learn more about the guidelines for promotion.

1. Lack of credentials and other requirements for promotion

Participant A said that “Ginagawa naman naming trabaho naming kaya lang hindi na namin naasikaso na magkaroon ng mga certificates, this was seconded by Participant B who said, “Wala kaming papel kasi naka focus na kami sa trabaho namin sa school.” Participant C also added, “Sayang nga masipag naman kami kaya lang, wala kaming papel. Hindi naman nagagwan ng accomplishment report mga ginagawa namin sa school.” The evaluation of teachers based on the Philippine Professional Standards for Teachers involves evidence-based accomplishment, where all documentation is thoroughly documented and supported by clear, black-and-white evidence, as these multiple sources of evidence help provide a comprehensive assessment of teachers' performance. Hence, teachers should secure proof of their hard work for career progression.

2. Financial constraint to pursue graduate studies

Meanwhile, Participant D stated that having a family obligation has prevented them from pursuing postgraduate studies. “Kapag may pamilya ka na mas uunahin mo na pag-aaral ng mga anak mo,” she explained. Participant E shared the same sentiments, “Dati gusto ko magkaroon ng Masters Degree pero ngayon na may pamilya na iba na ang naging priority ko.” Participant F exclaimed, “Nalibang na ko sa pagtuturo, hindi ko na naisip na mag – aral ulit. Ok nman ako sa position



ko.” Participant G agreed and said, Hayaan na namin ang mga mas batang teacher na mag-aral, kami palipas na.” Family obligations can significantly impact a teacher's desire to pursue doctoral studies. Responsibilities such as caring for children or elderly family members, managing household tasks, or providing financial support can limit the time and resources available for further education. A. The influence of family obligations on a teacher's decision to pursue further studies varies depending on individual circumstances and priorities. The mindset of teachers should be redirected to continuous learning, curiosity, and dedication to their profession. Moreso, pursuing graduate studies can contribute to personal and professional growth, leading to enhanced career opportunities and lifelong learning. Additionally, maintaining a positive mindset, embracing challenges, and seeking opportunities for collaboration can enhance their effectiveness as educators. Human Capital theory suggests that individuals who invest in their education and skills development will have higher earning potential and greater career opportunities.

3. Lack of time to prepare the requirements for promotion due to work and family obligations.

Participant H said, “Sa dami ng trabaho ng teachers hindi mo na maasikaso mag-ayos ng mga credentials mo.” Participants said that, “Kapag gusto mong mapromote, maglalaan ka talaga ng oras sa pag – aayos ng papel.” Preparing credentials for promotion can be challenging due to various factors, including documenting relevant experience and achievements, obtaining necessary certifications or qualifications, and meeting specific criteria. However, promotion doesn’t come without a challenge. Those who persevere and meet the job's demands are given opportunities to prosper in their careers.

4. No innovation and research

Balancing teaching responsibilities with research can be challenging due to limited time, Participant I said. Similarly, Participant J also mentioned that, “Lack of training or experience in research is also a factor why teachers don’t submit innovation or research.” Participant K added, “Mas magiging madali gumawa ng research kung may capacity building ang mga teachers sa paggawa ng research. Gusto nmin gumawa kaya lang hindi naming alam paano gumawa.” First-hand data can be valuable in policy-making and developing interventions. Taking the responses of the participants into account, school leaders may have baseline data on the training needs of the teachers.

5. Lack of seminars and training

Participant L claimed that, “Minsan kasi hindi naman nabibigyan ng pagkakataon mag-attend ng mga seminar.” Participants M also said, “Gusto naming mag-attend kaya lang minsan kaunti lang seminar na pwede sa subject naming.” On the same note, Participant N told, “Marami din natutunan kapag nag – aattend ng seminar pero hindi naman laging may budget ang school para sa lahat ng teachers.” Gillies (2015) emphasized that the most significant means of raising the caliber of the workforce were education and training. According to the human capital theory, education is an investment that produces returns for both the individual and the state in the form of increased employment and economic growth (Gillies 2015). According to the human capital hypothesis, education and training are essential in helping people acquire the information, skills, competencies, traits, and/or attitudes necessary to prosper in a changing global economy (Gillies, 2017). The foundation of the human capital idea is how educators assist students in acquiring the intellectual, metacognitive, social, and emotional competencies required to improve efficiency.

Low performance rating

6. Low performance in IPCRF (Individual Performance Commitment Form)

This will significantly affect the non-promotion of teachers, as it carries the most weight in the promotion ranking. Participants said, "Hindi ko nakuha ang promotion kasi mas mataas ang IPCRF rating ng kalaban ko sa ranking." Similarly, Participant O said, "IPCRF is the reflection of the effort we put in our profession, Kaya dapat galingan para maging mataas ang performance rating." As stipulated in DepEd Order 60, s. In 2017, the performance rating over the last three years was equivalent to 35% in the ranking for teacher promotions. In line with this, teachers must meet the indicators in IPCRF to achieve a high rating for their performance, which will be their advantage in career growth.

7. Lack of time to pursue graduate studies due to family responsibilities

Participant P mentioned that, "Obligasyon sa pamilya at kawalan ng oras ang minsan nagiging dahailan pero dapat, it's a matter of time management din." Participant Q said, "Kapag gusto, may paraan." Additionally, Participant R said, "Minsan kulang na talaga oras lalo na pag nany ka na at nagtuturo din." The lack of time to pursue graduate studies can impact one's promotion opportunities by potentially limiting access to certain positions or career paths that require additional degrees. Without additional qualifications, individuals may find themselves at a disadvantage compared to colleagues who have pursued further education.

8. Needs more knowledge on the criteria for promotion

Participants S claimed, "Hindi ko masyadong aware sa criteria ng promotion?" Participant T agreed, "Ang dami kasing guideline minsan nakakalito kung anong guideline ba ang sinusunod sa ranking." From the responses of the participants, it can be gleaned that there is a need for an intervention program to address the concerns of the teachers regarding promotion.

9. No available item

Participant U said, "Since I would like to be promoted, sometimes it's hard because there is only a limited opportunity for promotion." Participant V agreed and said, "Ang daming gustong mapromote pero kaunti lang naman ang item." Participant W shared, "Minsan hindi din namn nasusunod ang ranking for promotion kasi hindi nawawawala ang palakasan." Participant X replied, "Basta magturo tayo ng maayos kahit hindi mapromote ayos lang basta nag -eenjoy tayo sa trabaho natin." Competition for promotion can be intense due to the large number of qualified applicants vying for limited positions; this can also make the selection process highly competitive. Nevertheless, as the saying goes, there is no harm in trying. Trying is essential, regardless of the circumstances, as it promotes growth, learning, and progress.

The respondents' answers provided insights into the challenges they encounter in aspiring for promotion. By recognizing and addressing these problems, school leaders can address teachers' concerns for promotion by offering professional development opportunities tailored to promotion requirements, providing mentorship and guidance for teachers seeking advancement.

CONCLUSION

The IPCRF specifies what educators must know, do, and value to become competent, promote student learning, and provide high-quality education. The performance standards are a public



declaration of professional accountability, helping teachers reflect on and assess their competence as they grow personally and professionally.

Additionally, teacher promotions and performance reviews follow specified norms. To be promoted for their outstanding performance, teachers must demonstrate proficiency in all of the IPCRF's key result areas and meet the promotion criteria, which include Performance Rating, Experience, Outstanding Accomplishment (Meritorious Award, Innovations, Research and Development, Speakership and Authorship), Potential Skills, and Psychosocial Attributes.

Promotion is important to teachers, yet it's difficult. Teachers must work hard. Teachers who excelled in IPCRF and met promotion requirements are most likely to progress. The majority of teachers meet the performance rating and years in service requirements for ranking, but the lack of outstanding accomplishments (meritorious award, innovation, action research, publication and resource speakership), graduate studies, and higher seminars and trainings have the greatest impact on Teacher I promotion in the Division.

In addition to assessing respondents' promotion criteria, the researcher evaluated the elements they believed affected their promotion: The study found that respondents faced the following challenges in their pursuit of promotion: lack of credentials and other requirements for promotion, financial constraint to pursue graduate studies, lack of time to prepare the criteria for promotion due to work and family obligations, no innovation and research, too many documents to prepare for ranking, low performance rating, and the need to learn more about promotion guidelines

RECOMMENDATIONS

The study identified significant challenges that these recommendations aim to address. After studying, the following are suggested:

Teachers should prioritize enhancing their performance in professional development, growth, and other key areas. Department heads can help teachers reach performance criteria. Second, school and department heads should increase LAC, in-service, and mentoring and coaching to address teacher performance issues. Third, school administrators can analyze teachers' training requirements and provide tailored support to help them develop professionally. If the Division does not offer National and International seminars or trainings, teachers may attend them elsewhere at their own expense. Fourth, the school should promote research. Capacity building for teachers who lack action research and innovation writing abilities can encourage them to do classroom-related research. Offering future researchers incentives and recognition may also assist. Fifth, as 25% of promotion criteria require a master's degree, the lack of graduate studies, particularly a master's degree, also hindered teacher promotion. Thus, teachers should be encouraged to complete graduate courses for personal and professional growth and progress.

Sixth, school leaders and organizations should be aware of the challenges teachers face in their career advancement and provide all the support they need. Seventh, teachers need better professional and personal development training. Eighth, evaluate performance regularly. Teachers can reflect on their teaching and enhance their effectiveness. Ninth, the study's findings may help school and department directors create an intervention plan to coach and mentor instructors, addressing difficulties discovered

during the survey. This would help create a teacher development program for promotion. Tenth, this study's findings may be used as a database for larger, more extensive studies. They may use the survey's techniques, findings, and conclusions to investigate obstacles to teacher promotion and other related issues.

TRANSLATIONAL RESEARCH



LITERATURE CITED

- Aguinis, H. (2019). *Performance management for dummies*. John Wiley & Sons.
- Angelle, P. S. and DeHart, C. A. (2016). Comparison and evaluation of four models of teacher leadership. *Research in Educational Administration & Leadership*, 1(1), 85-119. <https://doi.org/10.30828/real/2016.1.4>
- Alexandrua, M. & Diana, M. (2015). Management skills assessment using 360° feedback -MSF 360. *Procedia -Social and Behavioral Sciences*, 187, 318-323.
- Arslan, A. E. & Baş, M. & Özler, D. E. (2016). 360 Derece performans değerlendirmenin bir işletmedeki örgütsel adalet algısı üzerine etkisi. *Sosyal bilimler dergisi*, 49, 78-95.
- B. Francis, L. Archer, J. Hodgen, D. Pepper, B. Taylor, M.-C. Travers
- Exploring the relative lack of impact of research on 'ability grouping' in England: A discourse analytic account *Cambridge Journal of Education* (2016), pp. 1-17
- Belyh, Anastacia (2020). <https://www.cleverism.com/when-and-how-to-promote-your-employees>
- Chester, M. D., & Commissioner, D. (2014). *Massachusetts Department of Elementary and Secondary Education*. Group, 2.
- Creswell, J. W. (2018). *Qualitative Inquiry and Research Design*. SAGE Publishing.
- Cohort Nominate.(2016).Communication Skill For Teachers: An Overview, Retrieve from Online on 10/08/16 <http://www.communicationsskillsworld.com/communicationsskillsforteachers.html>)



- Cross, M., Lee, S., Bridgman, H., Thapa, D. K., Cleary, M., & Kornhaber, R. (2019). Benefits, barriers and enablers of mentoring female health academics: an integrative review. *Plos One*, 14(4), e0215319. <https://doi.org/10.1371/journal.pone.0215319>
- Evans, D. K. and Acosta, A. M. (2023). How to recruit teachers for hard-to-staff schools: a systematic review of evidence from low- and middle-income countries. *Economics of Education Review*, 95, 102430. <https://doi.org/10.1016/j.econedurev.2023.102430>
- Fahmi, Irham. (2017). *Manajemen Sumber Daya Manusia*. Bandung: Alfabeta
- Freddie Silver .(2016). Why Is It Important for Teachers to Have Good Communication Skills?. Retrieve from Online on 11/08/16 <http://work.chron.com/important-teachers-good-communication-skills10512.html>.
- Gillies, Donald. (2015). Human Capital Theory in Education. 10.1007/978-981-287-532-7_254-1.
- Güngör, F. & Biberçi, M. A. (2011). 360 derece performans değerlendirme yönteminin AHP analizi ile karşılaştırılması ve bir uygulama. *Üretim araştırmaları sempozyumu, İstanbul Ticaret üniversitesi*, 371-381
- Hayes, G. R. (2011). The relationship of action research to human-computer interaction. *ACM Transactions on Computer-Human Interaction (TOCHI)*, 18(3), 15.
- Kubat, G. (2012). Öz değerlendirmenin 360 derece performans yönetimi uygulamamodeli geri besleme yöntemindeki işlevselliği. *Hitit üniversitesi sosyal bilimler enstitüsü dergisi*, 1, 51-65.
- Kivipöld, K.; Türk, K.; Kivipöld, L. Performance Appraisal, Justice and Organizational Effectiveness: A Comparison between two Universities. *Int. J. Product. Perform.* 2020, 70, 87–108.
- Kombat, K. D. (2017). Assessing staff promotion of public sector employees in Ghana: A case study of the Accra Metropolitan Education Directorate. MPhil. Thesis, University of Ghana
- Lieberman, A., & Friedrich, L. D. (2010). *How teachers become leaders: Learning from practice and research*. New York, NY: Teachers College Press.
- Mangkunegara, A.P. (2017). *Manajemen Sumber Daya manusia Perusahaan*. Bandung: Penerbit Remaja Rosdakarya.
- Manjunath, K. R (2015). Importance Of Performance Appraisal and Its Evaluation.
- Martin, S. D. and Shapiro, E. S. (2011). Examining the accuracy of teachers' judgments of dibels performance. *Psychology in the Schools*, 48(4), 343-356. <https://doi.org/10.1002/pits.20558>
- Mohammad, R., & Daisy, K. (2015). Perceived fairness of performance appraisal, promotion opportunity and nurses turnover intention: The role of organizational commitment. *Asian Social Science*, 11(9), 183-199.
- Muthuri, A. M; Momanyi, M & Nduku, E. (2019). Conducting Performance Appraisal in Public Technical Training Institutions within Nairobi Region, Kenya. *Journal of Popular Education in Africa*. 3(5), 18 – 41
- Nessipbayeva, O. (2016). “The Competencies of the Modern Teacher. Part 2: Pre-Service and In-Service Teacher Training”
- Noe, Raymond (2015). *Fundamentals of Human Resource Management 8th Edition*. ISBN-13: 978-1260079173.
- Rivai, Veithzal dan Sagala, Ella Jauvani. (2019). *Manajemen Sumber Daya Manusia untuk Perusahaan dari Teori ke Praktik*. Jakarta: PT Raja Grafindo.



- Rubel, M., R., B., and Kee, D., M., H. (2015), Perceived Fairness of Performance Appraisal, Promotion Opportunity and Nurses Turnover Intention: The Role of Organizational Commitment, *Asian Social Science*; Vol. 11, No. 9.
- Santos, J. B. (2024). Employee well-being programs: assessing the impact on engagement, productivity, and retention. *Management Studies and Business Journal (PRODUCTIVITY)*, 1(3), 472-484. <https://doi.org/10.62207/fhxmdw77>
- Schueller, J. (2023). Transnational education, labor market outcomes and graduate employability: a scoping review. *Career Development International*, 28(2), 196-216. <https://doi.org/10.1108/cdi-05-2022-0121>
- Sng Bee Bee.(2012).The Impact of Teachers' Communication Skills on Teaching: Reflections of Pre-service Teachers on their Communication Strengths and Weaknesses.Humanising language teaching.
- Sobirin, A. (2016). Perilaku Organisasi. Tangerang Selatan: Universitas Terbuka.
- Solis, A. S. (2011). "Pedagogical Content Knowledge-What Matters Most in the Professional Learning of Content Teachers in Classrooms with Diverse Student Populations." *Intercultural Development Research Association Newsletter*.
- Sutrisno, E. (2016). Manajemen Sumber Daya Manusia. Jakarta: Kencana Prenada Media Group.
- Tindowen, D. J., Guzman, J. D., & Macanang, D. (2019). Teachers' conception and difficulties in doing action research. *Universal Journal of Educational Research*, 7(8), 1787-1794. <https://doi.org/10.13189/ujer.2019.070817>