



EVALUATING THE IMPACT OF CAREER PROGRESSION ON TEACHERS' ECONOMIC STATUS AND COMMITMENT TO PEDAGOGICAL PRACTICES

Musmera T. Bagul ¹, Sally S. Comaling ², Bobby A. Comaling ²,
Jasmine P. Macabantog ³, Jerose C. Coronado ³

¹Ministry of Basic, Higher and Technical Education, Wao 1 District, Wao, Lanao del Sur, Philippines

²Graduate Program Department, Del Sur Good Shepherd College, Inc., Wao, Lanao Del Sur, Philippines

³ Ministry of Basic, Higher and Technical Education, Wao 1 District, Wao, Lanao del Sur, Philippines

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ABSTRACT

Purpose: It is premised in this study that quality of education is largely determined by the quality of teachers, which further depends upon their continuous professional development. This study aimed to determine the impact of career progression on the teachers' economic status and commitment to pedagogical practices among Wao 1 District teachers in Wao, Lanao del Sur. **Method:** The research sample comprised of 61 teachers of elementary schools sampled with the help survey questionnaire. Structured questionnaires were used to collect data. The data is calculated to understand the relationships between the variables of the study. The results of this study indicate a statistically significant moderate positive relationship. It was further found paired samples t-test results reveal mixed findings regarding the relationship between career progression and various demographic factors. No statistically significant differences were found between career progression and sex or postgraduate studies. While there were trends suggesting older age and longer years of service might be associated with lower career progression, these differences were not statistically significant. Interestingly, a significant negative relationship was observed between career progression and position. This implies that individuals in higher positions tend to have lower career progression, potentially indicating factors like reaching career plateaus or organizational constraints.

Keywords: *Career Progression, Commitment, Economic Status, Pedagogical Approaches, and Teachers.*

INTRODUCTION

Education plays a vital role in national development, with teachers serving as key contributors in shaping learners' knowledge, skills, and values. In the 21st century, the teaching profession continues to evolve due to increasing demands for quality education, integration of technology, and global competitiveness. Despite these expectations, teachers continue to face challenges related to career advancement, economic conditions, and professional commitment. According to OECD (2024), the attractiveness of the teaching profession is influenced not only by salary but also by opportunities for career growth, professional development, and favorable working conditions, all of which affect teacher motivation and retention.

Career progression is an important aspect of teacher development as it provides recognition, advancement opportunities, and improved economic well-being. In the Philippine context, limited promotion opportunities have long been a concern, affecting both teacher motivation and retention. Recent reforms introduced by the Department of Education aim to address this issue by expanding career pathways and providing more opportunities for advancement (de Villa, 2024). However, many teachers remain in entry-level positions for extended periods, which may limit their professional growth and financial stability.

In addition, teachers' economic status significantly influences their performance and level of commitment to teaching. Financial constraints may require teachers to seek additional sources of income, which can reduce the time and energy they devote to instructional preparation. On the other hand, teachers with better economic conditions are more capable of investing in instructional materials, professional development, and innovative teaching strategies, which contribute to improved learning outcomes.

Furthermore, pedagogical practices are closely linked to teacher competence, engagement, and career development. Studies have shown that teachers who demonstrate innovation and active engagement in teaching are more likely to achieve professional success and improve student learning (Zhao, 2024). This suggests that career progression may positively influence teachers' commitment to effective instructional practices.

Despite existing studies, there is a gap in research examining the combined relationship between career progression, economic status, and commitment to pedagogical practices, particularly in localized settings such as Wao I District. Previous studies have often examined these variables separately, leaving limited understanding of how they interact to influence teacher performance.

The importance of this study is further emphasized by the increasing need to improve teacher welfare, ensure equitable career opportunities, and enhance instructional quality in the post-pandemic educational landscape. As education systems continue to adapt to rapid changes, understanding these factors becomes essential for sustainable improvement.

Thus, the researchers of this study aim to evaluate the impact of career progression on teachers' economic status and their commitment to pedagogical practices. The findings of this study are expected to contribute to the development of a Career Progression Plan tailored to the needs of teachers in Wao I District, ultimately improving teacher well-being and educational quality.

Research Questions

The general purpose is to create a Career Progression plan for Teachers' in Wao District. Specific purposes:

1. What is the Demographic Profile of the respondents in terms of:
 - 1.1 sex
 - 1.2 age
 - 1.3 position
 - 1.4 Year in Service
 - 1.5 Post Graduate Studies
2. Is there a significance relationship between Teachers Career Progression towards the following:
 - 2.1 Economic Status
 - 2.2 Commitment to pedagogical Practices?
3. Is there significant difference between demographic profile of the respondents and career progression?
4. What is the Possible Output of the Study?

METHODOLOGY

The survey method was applied in this research. A questionnaire was administrated on the teachers from the public elementary schools in order to determine the impact of career progression on teachers' economic status and commitment to pedagogical approaches.

The study will be utilizing the descriptive correlational research design. A descriptive correlational study describes the variables and the relationships that occur between them and provide a statistical test to determine the tendency of the variables to vary consistently (Cresswel, 2012). The paired samples t-test results reveal mixed findings regarding the relationship between career progression and various demographic factors.

This study will follow a quantitative approach, and will focus on quantifying the problem and understanding the study through collecting and analyzing data. This study is focus on evaluating the impact of career progression on teachers' economic status and commitment to pedagogical practices.

Statistical Tool

The study will be utilizing the descriptive statistic design. Paired T-test, the paired sample t-test, sometimes called the dependent sample t-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired sample t-test, each subject or entity is measured twice, resulting in pairs of observations.

Research Participants

The participants of the study will be all Teachers belong to Wao 1 District at Wao, Lanao del Sur.

Research Instruments

The study used questionnaires for teachers and head teachers and interview schedules for the District Quality Assurance Officer for data collection. The research instruments were made in accordance with the objectives of the study. The questionnaire was preferred because it helped the respondents to maintain some degree of anonymity, which was believed to increase the level of their objectivity (Orodho, 2005).

Data Collection Method

The study will employ descriptive statistics. The descriptive aspect will cover the impact of career progression on teachers' economic status and commitment to pedagogical approaches in Wao 1 District. The paired t-test portion of the study will analyze students' performance in mathematics. Quantitative analysis will be applied to assess the performance of students in mathematics before and after exposure on trial-and-error method, determining any differences between the pretest and post-test.

Data Analysis Plan

All data will be collected and served as the basis to find out or to evaluate the impact of career progression of teachers' economic status and commitment to pedagogical practices. Data will be tabulated, tallied, organized, statistically treated and analyzed. The data gathered from the questionnaire will be treated using the paired T-test. To analyze the data in the survey form, mean and standard deviation will be employed for the treatment to treat the gathered data in the survey questions.

Scale Formulation

The questionnaire administrated for determining the following: 1. Demographic Profile of the respondents such as: sex, age, position, years in service, and post-graduate studies. 2. Impact of Career Progression on Economic Status and; 3. Commitment to pedagogical Practices

RESULTS

Table 1. Demographic Profile

Table 1.1. Sex of the Respondents

SEX	FREQUENCY	PERCENTAGE	RANK
Male	7	11%	2
Female	54	89%	1
	61	100%	

Table 1.1 presents the distribution of respondents according to their sex. The data reveals that the majority of respondents are female, accounting for 54 individuals or 89% of the total population, ranking first. In contrast, male respondents represent a smaller portion, with 7 individuals or 11%, ranking second. Overall, the total number of respondents is 61, making up 100% of the surveyed population. This distribution highlights a significant predominance of female participants in the study.

Table 1.2. Age of the Respondent

AGE	FREQUENCY	PERCENTAGE	RANK
21-30	2	3%	5
31-40	14	23%	3
41-50	21	34%	1
51-60	18	30%	2
61 AND ABOVE	6	10%	4
	61	100%	

The data presented in Table 1.2 illustrates the age distribution of the respondents. Among the respondents, the largest group falls within the age range of 41–50 years, comprising 34% of the total, ranking first in frequency. This is followed by the age group 51–60, which accounts for 30%, ranking second. The third largest group consists of respondents aged 31–40, representing 23% of the total population. Respondents aged 61 and above make up 10%, placing them in the fourth rank. The smallest group includes those aged 21–30, who constitute only 3% of the total, ranking fifth. Overall, the data highlights that the majority of the respondents are in the middle-aged and older age brackets.

Table 1.3. Position of the Respondents

POSITION	FREQUENCY	PERCENTAGE	RANK
Teacher I	57	93%	1
Teacher II	2	3%	2
Teacher III	0	0%	3
Master Teacher I	2	3%	2
Master Teacher II	0	0%	3
Others	0	0%	3
	61	100%	

The data presented in Table 1.3 highlights the distribution of respondents based on their positions. The majority of the respondents, comprising 57 individuals or 93%, hold the position of Teacher I. This is followed by 2 respondents, or 3%, each for the positions of Teacher II and Master Teacher I. Interestingly, no respondents hold the positions of Teacher III, Master Teacher II, or any other category, as these categories have a 0% representation. The total number of respondents amounts to 61, accounting for 100% of the sample.

Table 1.4. Years in Service of the Respondents

YEARS IN SERVICE			
1-5 Years	1	2%	5
6-10 Years	8	13%	4
11-15 Years	9	15%	3
16-20 Years	24	39%	1
21 Years and above	19	31%	2
	61	100%	

The data in Table 1.4 provides an overview of the years of service among the respondents. It reveals that the majority of respondents, accounting for 39% (24 individuals), have served for 16-20 years, which represents the largest group. Following this, 31% (19 individuals) have been in service for 21 years or more. Respondents with 11-15 years of service make up 15% (9 individuals), while those with 6-10 years of service constitute 13% (8 individuals). Only a small proportion, 2% (1 individual), have served for 1-5 years.

This distribution highlights that the majority of respondents have significant experience, with nearly 70% serving for 16 years or more. The table underscores the predominance of seasoned professionals within the group, while newer members constitute a small minority.

Table 1.5. Post-Graduate Studies of the Respondents

POST-GRADUATE STUDIES			
None	38	62%	1
Currently pursuing/Units earned	19	31%	2
Completed Master's Degree	4	7%	3
Completed Doctorate Degree	0	0%	4
	61	100%	

Table 1.5 provides an overview of the post-graduate educational attainment of the respondents. Among the respondents, the majority, 38 individuals (62%), have not pursued any post-graduate studies. A significant portion, 19 respondents (31%), are currently pursuing or have earned units toward a post-graduate degree. A smaller group, consisting of 4 respondents (7%), have completed a Master's Degree. Notably, no respondents (0%) have attained a Doctorate Degree.

The table also highlights the positions or categories relevant to the respondents. There were no respondents classified as Master Teacher II or in other unspecified categories, accounting for 0% in these classifications. The total number of respondents surveyed in the study is 61, representing 100% of the population.

Table 2. Correlation Analysis between Economic Status and Pedagogical Practices

		Pearson's r	p
Economic Status	Pedagogical Practices	0.484	<.001

The provided Pearson's correlation coefficient (r) of 0.484 between economic status and pedagogical practices, with a p-value less than 0.001, indicates a statistically significant moderate positive relationship. This suggests that as economic status increases, there is a corresponding increase in the quality and effectiveness of pedagogical practices employed. However, it is important to note that correlation does not imply causation. Further research is needed to establish the underlying mechanisms and causal relationships between these variables.

Table 3. Paired Sample T-Test between Career Progression and Demographic Profile

Measure 1	Measure 2	t	df	p
Career Progression	Age	-2.412	4	0.073
Career Progression	Sex	-1.136	1	0.459
Career Progression	Position	-0.704	5	0.513
Career Progression	Year in Service	-2.041	4	0.111
Career Progression	Post Graduate Studies	-1.339	3	0.273

The paired samples t-test results reveal mixed findings regarding the relationship between career progression and various demographic factors. No statistically significant differences were found between career progression and sex or postgraduate studies. While there were trends suggesting older age and longer years of service might be associated with lower career progression, these differences were not statistically significant. Interestingly, a significant negative relationship was observed between career progression and position. This implies that individuals in higher positions tend to have lower career progression, potentially indicating factors like reaching career plateaus or organizational constraints. Further research is needed to explore the underlying reasons for these relationships and to consider additional factors that might influence career progression.

DISCUSSION

The findings of the study reveal that the majority of respondents are female (89%), while only 11 % are male. This indicates a strong female dominance in the teaching profession. This finding answers SOP 1.1 and is a consistent with UNESCO (2020), which states that teaching, particularly at the basic education level, is largely feminized.

Similarly, Department of Education (2021) reported that the most public-school teachers in the Philippines are female. This demographic composition may influence teaching dynamics, communication styles, and collaborative practices in school.

The findings in 1.2 table show that the majority of respondents fall within the age range of 41-50 years (34%), followed by 51-60 (30%), indicating the most teachers are experienced and in their mid to late careers. This answers SOP 1.2. According to OECD (2021), experienced teachers tend to demonstrate stronger classroom management and instructional skills. However, World Bank (2020) noted that older teachers may face challenges in adapting to innovations and technological advancements, which are essential in modern education.

For table 1.3, the findings shows that 93% of respondents are Teacher 1, indicating limited career advancement among the respondents. This addresses SOP 1.3. According to Philippine Institute for Development Studies (2020), promotion opportunities in teaching profession are often limited due to structural constraints and qualification requirements. This concentration at the entry-level position may hinder career growth and professional development.

The majority of respondents have served for 16-20 years (39%) and 21 years and above (31%), indicating that most teachers have extensive experience. This answers SOP 1.4. According to UNESCO (2020), teaching experience contributes significantly to instructional effectiveness. However, Hechanova & Yusay (2022) emphasized that long years in service without professional advancement may lead to stagnation and reduced motivation.

The result show that 62% of respondents have not postgraduate studies, while only 7% have completed a Master's degree. This addresses SOP 1.5. According to Department Education (2021), postgraduate education is essential for career progression and improved teaching practices. Furthermore, Bautista et al. (2020) noted that higher education attainment enhances innovation and instructional quality among teachers.

The correlational analysis shows moderate positive relationship ($r = 0.484$, $p < .001$) between economic conditions tend to demonstrate more effective teaching practices. These findings support World Bank (2020), which highlights that financial stability enables access to teaching resources and professional development. Similarly, OECD (2021) emphasized that economic support enhances teacher performance and innovation. However, it is important to note that correlation does not imply causation.

The paired t-test results indicate that there are no statistically significant differences between career progression and demographic variables such as age, sex, position, years in service, and postgraduate studies ($p > 0.05$). This addresses SOP 3. Although trends suggest that older age and longer service may be associated with slower career progression, these are not statistically significant. These findings align with Zulueta et al. (2021), who noted that career advancement is often influenced ore by institutional policies than by demographic factors. Additionally, Kilag et al. (2025) emphasized structures play a more critical role in career progression than personal characteristics.

The findings reveal that while teachers are experienced and committed, challenges remain in career advancement, educational qualifications, and economic support. These factors influence pedagogical practices and highlight the need for institutional development opportunities will enhance both career progression and teaching effectiveness.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The teaching workforce in Wao I District is predominantly female, experienced, and concentrated at the entry level position, which indicates limited career advancement opportunities.
2. Economic status plays significant role in influencing pedagogical practices, as teachers with better financial capacity are more capable of accessing resources and improving instructional strategies.
3. Demographic factors alone do not significantly affect career progression, suggesting that institutional policies, support system, and opportunities for professional growth are more influential.
4. There is a need for structures and sustainable programs that support teacher development, promotion, and innovation in educational management.

Recommendations

In light of the conclusions drawn from the study, the following recommendations are offered to improve instructional practices and guide future research:

1. For school Heads and Administrators
 - Develop and implement a Career Progression Plan that includes clear promotion pathways and leadership opportunities.
 - Provide continuous professional development programs, including training, workshops, and mentoring systems.
2. For Teachers
 - Pursue postgraduate studies to enhance qualifications and improve career advancement opportunities.
 - Engage in continuous learning and innovation to improve career pedagogical practices.
3. For the Department of Education / MBHTE
 - Create policies that support fair and accessible promotion system.
 - Provide financial and institutional support for teachers' advanced education and training.

4. For Future Researchers

- Conduct further studies exploring other factors affecting career progression such as leadership styles; organizational culture, and motivation.
- Expand the study to other districts for boarder generalization of results.

Compliance with Ethical Standards

The researchers of this study adhered strictly to ethical research standards throughout the investigation and evaluating the impact of career progression on the teachers' economic status and commitment to pedagogical practices in Wao I District. Informed consent was obtained directly from all the teacher respondents or participants using clear, age-appropriate forms explaining the study's voluntary nature, procedures, and right to withdraw at any time without academic penalty. Anonymity was maintained through coded identifiers with no names collected or disclosed in reports, ensuring confidentiality of questionnaire used solely for research analysis. Respondents' well-being was safeguarded by administering instruments during convenient class times to minimize disruption, avoiding sensitive personal questions, and providing clear instructions to prevent discomfort. No conflict of interest existed as the principal investigator-maintained separation between faculty role and data collection/analysis processes, with all expenses self-financed for academic requirements. Plagiarism was strictly avoided through original questionnaire development, proper APA 7th edition citation of all sources, and plagiarism-checking verification. Interpretation of findings remained unbiased, guided purely by statistical results (Pearson's r , t -tests) without preconceived expectations influencing reported correlations or conclusions. Results were used exclusively for research dissemination and pedagogical improvement, with no commercial or external applications.

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Corresponding author: musmerabagul@gmail.com