

Management of Career Pathways Through Faculty Development Programs of the Department of Education

LARVIN O. LABRADA, PhD

Department of Education, City Schools Division of Tayabas
Alsam Elementary School Affiliation
larvin.labrada@deped.gov.ph

Abstract — This research attempted to assess the teachers' management of career pathways and the faculty development programs in the Department of Education availed by the teachers. The study made use of both descriptive and qualitative methods of research. The quantitative data were gathered through a checklist questionnaire. Narrative analysis from the phenomenological inquiry was the source of the qualitative data gathered from focus group discussions and open coding. There was a total of 352 teachers from the schools' divisions of Tayabas City and Lucena City selected as respondents through stratified random sampling using the Cochran formula. Weighted arithmetic means, Pearson r , and ANOVA were employed as statistical measures. It was revealed that the teachers' career pathways greatly take into consideration their objectives in the profession, and how to improve their skills and be successful and satisfied in their chosen tracks. The DepEd's faculty development program is made available to the teachers through the school support system, lifelong learning opportunities, awards and recognition, establishing linkages, and engaging them in challenging and fulfilling tasks. The availability of a faculty development program influences the teacher's management of career pathways. The teachers' diverse lived career management and faculty development experiences are characterized by striving for completing graduate studies, knowledge sharing, support in the workplace, and realizing one's potential yet the barriers they face are hopelessness for promotion, pessimism, and work injustice from the selective preference for promotion of some authorities. An additional input to the faculty development program is ready for the initial try-out and validation process. However, it was recommended that teachers' career advancement may be given top priority by the administrators and elevate them to higher levels of education by giving them financial support particularly those teachers who cannot afford it but are willing to take further studies.

Keywords — **Advanced education, Continuing professional education, Faculty development programs, Input to the faculty development programs, Management of career pathways**

I. Introduction

Educational institutions, like any organization, have a human resource management department, whose main function is to extract the best and to develop effective and efficient human resources in the organization. Aside from considering human resource management as a challenging work that focuses on issues, problems, and principles involved in the management of people at work, which are common to all organizations, it is also noteworthy that these processes and practices must be given efficient management of career pathways through faculty and staff

development programs. It is undeniable that organizations exist because of people. People are the most important and essential factor for the growth and progress of an organization (Mendoza, 2009).

Effective faculty development is ongoing which includes training, practice, and feedback, and provides adequate time and follow-up support. For Ekpoh, Oswald, and Victoria (2013), successful programs involve professionals in learning activities that are similar to ones they will use in their workplaces and encourage the development of professional learning communities. There is growing interest in developing schools as learning organizations, and in ways for both the teachers and staff to share their expertise and experience more systematically.

Hence, managing career pathways is a growing international interest (Kennedy, 2014). The world increases its focus for faculty development (Fraser, Kennedy, Reid & McKinney, 2017) because professional development is the foundation to achieve quality education. Faculty development programs coupled with coherent leader and leadership development programs and policies have been at the center of the educational planning throughout the world (Nicolaidoua & Petridoua, 2011). This is the means of enhancing learner performance to yield required skills to reap economic prosperity in this globally competitive workplace (Mashologu, 2012).

Teachers must be at the forefront of professional development advocating international alignment of competencies and qualifications of teachers to make the practice of the teaching profession at par with international standards (Faltado, 2018). Faculty development ensures that professional individual enhances their skills and abilities. The academic qualifications had been done at this stage and the professional individual is engaged within their specific industry and job function. Faculty development is important as it guarantees that additional learning is progressed in a structured, practical, and relevant way to guarantee functional and productive learning.

In connection with the management of career pathways, school administrators face the challenging task of providing for the professional development of teachers in their schools. According to Allice (2013), “this responsibility is assigned to them because administrators have ready access to data that provide a clear picture of the strengths and weaknesses of the individual staff members, the needs of the students, the weak areas of curriculum, the values and desires of the community and how their school measures up to Education Ministry’s goals and objectives.” In this aspect, it is needed for administrators to provide a process of involving teachers and staff in the identification of professional skills that need to be improved and for involving them in the design of activities and programs to provide this skill development. In the Department of Education, there are many professionals who realized their pathways leading to various areas. However, before they fully attain their desired career goals and positions, there are many challenges they encountered and overcome.

Literature Review

Management of Career Pathways

Maynard (2015) emphasized that creating a career path is an essential component of a lifelong career toward the developmental growth of the profession as a teacher. Career pathway requires the teacher to take an honest look at their career goals, skills, needed knowledge, experience, and personal characteristics requiring a plan to obtain what is necessary to carry out the career path. Teachers can develop a career path by looking at their desired job/jobs within the organization. Then, they can chart a course, put it in writing and own it. Recognizing and reflecting on these stages provides teachers lateral movement, transfers, promotion in rank and positions, and rewards and recognition.

Career Goals

Based on the survey of Sandoval (2015), the most important variables related to setting their career goals are individual interests, abilities, desires, needs, and choices. Career planning involves identification of the career-related goals and establishing plans for achieving these goals. It is an activity performed by an individual to understand and be able to control his/her work life. It is not necessary that a person does his/her career planning alone, but in cooperation with the human resources experts, counselors, and the organization as a whole (Nicholson, 2013). In the study of Ganiron and Ganiron (2013), results indicate that the most objectively successful professionals with respect to their career goals appear to be the ones who are active to participate on a committee, hold an office in a professional society, and are highly skilled, and computer literate. Their career goals are also confirmed by fringe benefits attributes such as having a special bonus, housing allowance, and salary advancement. Professional development enables them to develop their technical skills through new technology and innovation. More so, professional development, network, and professional linkages were found highly contribute to their career goals.

Career Navigation Skills

Vitale (2016) stated that facing career choices, individuals can struggle to set or navigate a path. Some individuals may find a counselor, teacher, or other mentors to help guide them along their paths, while others end up satisfied and successful in the jobs they choose on their own. Unfortunately, others may not. The strategies that could help them navigate their career include understanding one's interests, values, and skills; knowing the world of education and work; engaging in exploration, informed decision-making, and planning; and managing educational and occupational progress over time.

Career Success Measures

Career success includes both the psychological and work-related outcomes from work role changes (London & Stumpf, 2012). Career success has been operationalized by objective and subjective measures. Objective measures of career success pertain to those that can be observed and verified by others (Judge et al., 2015). Several researchers have studied career success using objective measures such as total compensation (Pfeffer & Davis-Blake, 2017; Whitely, Dougherty & Dreher, 2011; Whitely & Coetsier, 2013; Kirchmeyer, 2018), the number of promotions (Wayne et al., 2019; Whitely, Dougherty & Dreher, 2011), current pay grade (Daley, 2016), and size of recent merit increase (Lobel & St. Clair, 2012). Subjective measures of career success (Judge et al., 2015) pertain to the individuals' own judgment of their career attainment. Studies on subjective career success used measures such as career satisfaction (Martins, Eddleston & Veiga, 2012; Poole, Langan-Fox & Omodei, 2013), job satisfaction (Judge et al., 2015; Burke, 2011), advancement satisfaction (Martins, Eddleston & Veiga, 2012), and perceived career success (Turban & Dougherty, 2014), among others.

Career Satisfaction

Career satisfaction is a positive emotional state resulting from the appraisal of one's job or work experience (Ayeni & Propoola, 2017). On the polarity, one's work performance determines how well or not one's functions in the organization are carried out. A highly satisfied teacher in his/her career is capable of performing the teaching job and other tasks inbuilt to it while a good work design provides a good fit between the teachers and the task requirement.

Faculty Development Programs

In this study, faculty development programs are viewed in terms of organizational support, faculty learning opportunities, faculty rewards and incentives, relationships and networks, and work tasks and activities. These parameters are postulated by Brent, Felder, Hirt, Switzer, and Holzer (2019) who also proposed the *SUCCEED Model in Promoting Effective Teaching*. The program sought to promote the faculty adoption of instructional methods and materials that have been proven effective by classroom research; to improve institutional support for teaching at each of the coalition campuses; and to have a sustainable faculty development program in place on each campus.

Organizational Support

Faculty development programs in the context of the study are viewed in terms of supervisory practices, school culture, promotion, and salary and fringe benefits. Manalo (2012) posited that for genuine faculty development to take place and for organizational support to be felt, teachers need security or permanency of jobs and job involvement. However, they become demotivated by low salaries and the improbability of job promotion. Nueva-Obieta (2016) opined that even the most capable and hardworking teacher will not achieve high-performance levels and

faculty development unless proper support is much more available. Support creates a work environment rich in opportunities to apply one's talents to maximum advantage. The basic school administrator's responsibility is to provide direct work support to their teachers. The willingness to work hard at a task is an essential component of a high-performance workplace.

Faculty Learning Opportunities

Faculty learning opportunities through graduate education meld naturally with lifelong education. There is a clear need though to understand and appreciate lifelong learning better. There is also "the need to rethink and broaden the notion of lifelong education. More than adapting to changes in work, education through life should also constitute continuous forging of one's own personality – one's knowledge and aptitudes, but also the critical faculty and the ability to act. It should enable people to develop an awareness of themselves and their environment and encourage full participation in work and society" (Harris & Sass, 2016).

Faculty Rewards and Incentives

Rewards, incentives and grants, and recognition for teachers are deemed it significant for sustaining their motivation and commitment in the workplace. Incentive systems are essential for understanding the forces that drive the organization. In like manner, a good incentive system encourages employees to be productive and creative, fosters loyalty among those who are most productive, and stimulates innovation. It resides within organizations, their structure, rules, human resource management, opportunities, internal benefits, rewards as well as sanctions. It has a significant influence on the performance of individuals and thus the organization overall (Hardy, 2019).

Relationships and Networks

Bilbao, Corpuz, Llagas, and Salandanan (2012) stated that it pays for the teacher in a classroom and the community to build linkages with local, national, and international associations. It is equally rewarding for the teachers to network with some professional organizations and foundations. While the list of these local, national, and international associations is not exhaustive, the list comes in handy when one needs assistance from any of these groups. As a professional teacher, one is able to give better service to the students and to other education stakeholders in the community if one is connected to a network of possible sources of educational assistance.

Workplace Tasks and Activities

Brunetti (2011) assumed that faculty development likely takes place as teachers become more satisfied when they are free to teach the way they want to teach. While the curriculum plans and coordination between teachers are important, the more teachers feel constrained by requirements, the more likely they are to feel dissatisfied. Cabangal's (2014) study on teaching activities of elementary school teachers and their relationship to teachers' professional

development revealed that pre-teaching, actual teaching, and post-teaching activities were significantly related to their professional development.

II. Methodology

Locale of the Study

To assess the extent of management of teachers' career pathways and the DepEd's faculty development program availed by the teachers, the study was conducted in the identified large schools in the school's divisions of Tayabas City and Lucena City. These schools opted since they are the better and best performing schools in the Region-based on the PBB 2018 school ranking. The teacher's performance evaluation reflects good career pathways and the quality of faculty development program one school has, and is one of the criteria in the PBB 2018 school ranking.

Research Design

The study adopted the descriptive and qualitative methods of research. The first method which is descriptive was used in this study, which as pointed out by Estolas (2012), allows the researcher to obtain facts about the existing conditions and detect some significant relationships between current phenomena, which generate and make available information needed by the researcher. The survey questions utilized Likert scale rating after the respondents were asked to rate their agreement level with the statement. The descriptive method of research can also provide answers like profiles of the respondents.

On the other hand, the qualitative method is needed to gather responses and it is a method that focuses on obtaining data through open-ended questions and conversational communication. This method is not only about "what" people think but also "why" they think so. The qualitative research method allows for in-depth and further probing and questioning of respondents based on their responses, where an interviewer/researcher also tries to understand motivation and feelings (Savin-Baden & Major, 2013). The results of qualitative methods are more descriptive and the inferences can be drawn quite easily from the data obtained (Given, et al., 2018).

Population and Sampling

The respondents of the study comprised of 352 public elementary school teachers who were selected as they were chosen on the basis of the following inclusion criteria: they must be five (5) years and below in the schools they serve; they must hold national plantilla position; and they pass the licensure examination for teachers (LET). Moreover, teachers who were excluded in the selection are those with less than a year in service; with only locally-funded employment status; and are yet to take the LET.

Stratified random sampling for better and best performing schools was applied in order to identify the sample. The number of respondents was computed using Cochran formula upon asking

the numbers involved from the two schools divisions in the region. Stratified random sampling was used in the selection of respondents to increase the credibility and not to foster representatives. On the other hand, 12 teachers from each division totaling 24 were chosen to answer the open-ended questions to obtain qualitative data. They were coded FGDT (e.g. FGDT1 for Participant 1, and so on).

Instrumentation

A checklist questionnaire was designed to gather the quantitative data needed in the study. Part I of the survey checklist dealt with the assessment of the extent of the management of the teachers' career pathways. It was adopted and modified from the instrument of Harrington, Van Deusen, Fraone, and Morelock (2015). A total of 36 provisions referring to the extent of management of teachers' career pathways in terms of career goals, career navigation skills, career success measures, and career satisfaction were drafted. Part III facilitates the assessment of the DepEd's faculty development program availed by the teachers. For gathering the qualitative data, a focus group discussion (FGD) guide was prepared. It consisted of 10 questions relating to teachers' management of career pathways and the faculty development programs.

Data Gathering Procedures

The data gathering procedures involved sending the letter of request asking the permission from the DepEd Regional Office through the schools division superintendent. Afterwards, the survey checklist questionnaire was administered. After retrieval, the data were tallied, computed and tabulated to reveal the weighted arithmetic means of each of the provisions. The quantitative results became the bases to frame focus group discussion interview questions, the second source of data which mainly focused on the conditions and problems besetting the teachers' management of career pathways and the faculty development programs. The qualitative data elicited from the FGD were transcribed and used to support the analysis and interpretation of the constructs studied. The recursive textual data analysis was utilized to cull out insights from the narratives of interviews of participants using Lichtman's 3Cs: coding, categorizing, and contextualizing (Lichtman, 2010). The iterative process was employed until the saturation point was reached when no new insights could be developed from the themes. All the collected and interpreted data became groundwork for developing an input to faculty development program. As for the ethical considerations, to ensure the rights of informants being studied, the following ethical considerations were employed in the conduct of this study, to wit: anonymity and privacy, informed consent, confidentiality, and rapport.

III. Results and Discussion

Management of Teachers' Career Pathways

Extent of Management of Teachers' Career Pathways as to Career Goals

The extent of management of teachers' career pathways as to career goals obtained an average weighted mean of 3.94 described as *to some extent*. In like manner, almost all of the statements are rated *to some extent* such as tending to make career choices based on values and interests rather than choices provided by employer (4.20), wanting to take on increasingly challenging tasks (4.13), having the established clear career goals for oneself (4.01), wanting to be known as an expert in a particular specialty (3.99), wanting to advance in career even if it means spending less time with family/ personal life (3.54), and changing employers is the best way to advance career (3.52). It reflects that teachers are considering their career pathways with great necessity for they want to advance up the management ladder. As shown in the studies cited by Twumasi (2018) career pathways are seen as major intrinsic factor in influencing the individual decisions.

Moreover, wanting to advance up the management ladder (4.21) is described *to a great extent*. Based from the responses, ideally, DepEd teachers aim to be promoted as master teachers in their respective schools. If not for leadership and status, they pursue promotion because of income. The data implies that regardless of age, teachers want to grow professionally and personally. Beginner teachers want to pursue their studies and promotion. Moreover, they perceive that the earlier they start to create a goal, it gives a greater possibility for them to attain. While seasoned teachers focus on pedagogy and student outcomes.

Extent of Management of Teachers' Career Pathways in terms of Career Navigation Skills

The extent of management of the teachers' career pathways as to career navigation skills obtained an average weighted mean of 4.22 described as *to a great extent*. In like manner, almost all of the statements are rated *to a great extent* such as knowing what is important in one's career (4.35), being able to set goals for oneself to achieve in one's career (4.28), being able to approach the right persons to help with one's career (4.26), knowing what skills possessed (4.23), and being able to show others what one wants to achieve in his/her career (4.21). This means that the teachers through their navigation of their careers would claim that they succeed in their endeavors through the following means.

Meanwhile, having strong network of co-workers or others who can help advance career (4.20), and being able to explore possibilities on labor market (4.02) are described *to some extent*. The result shows that the teachers still wish to develop the navigation knowledge and skills are more likely to expand their profession and career opportunities. They also make career decisions that better fit for them and increase their motivation to learn and achieve more on their professions.

Extent of Management of Teachers' Career Pathways in terms of Career Success Measures

The extent of management of the teachers' career pathways in terms of the career success measures wherein an average weighted mean of 4.16 was computed and described as *to some extent*. In the same manner, some statements are rated *to some extent* such as work-life balance (4.19), work achievements (4.17), contribution to society (4.16), achievement of personal goals (4.15), impact one has in the organization (4.08), the annual performance reviews (4.06), and salary growth rate (4.03). This means that the respondents do not regard having equilibrium in personal life and career, accomplishments in their job and life goals, social significance, school impact, and high salary and teacher performance as measures of their success. It is because many of them are still novice to the teaching profession, that is the years they count as to their length of service are generally ten years and below. Thus, they are still struggling for promotion and ascent to the career ladder.

On the other hand, development of new skills (4.29), job satisfaction (4.26) and how much one helps others (4.25) are all described *to a great extent*. Since many of the teachers-respondents are relatively new in the profession, their primary goal is to enhance their pedagogical competencies, being gratified of what they possess and do in their profession, and how they influence and be influenced by others positively. The data shows that both subjective (developing new skills, job satisfaction, and helping others) and objective measures (work achievement, salary growth rate, work life balance, achievement of personal goals, contribution to the society, annual performance review, and impact to the organization) are equally important. Many high potential employees have the skills and engagement to be successful but do not feel the roles available to them are consistent with their aspirations and career goals. This would suggest that it is important to help top talent advance their career in ways that are consistent with their own aspirations.

Extent of Management of Teachers' Career Pathways in terms of Career Satisfaction

The extent of management of the teacher's career pathways in terms of career satisfaction obtained an average weighted mean of 4.08 with a descriptive rating of *to some extent* (TSE). Likewise, all of the statements under this category are rated as *to some extent* such as being satisfied with the progress made toward goals for advancement (4.12), with the success achieved in the career (4.11), and with the progress made toward meeting goals for the development of new skills (4.10), overall career goals (4.04), and the goals for income (4.03). This implies that career progress and honing one's skill or getting high pay in the job guarantee the satisfaction of the teachers in their careers. In fact, some of those interviewed responded quenching their thirst for knowledge and equal chance for their promotion would somehow satisfy them.

DepEd's Faculty Development Program Availled by the Teachers

Assessment of DepEd's Faculty Development Program as to Organizational Support in terms of Supervisory Practices Availled by the Teachers

The assessment of the DepEd's faculty development program as to organizational support in terms of supervisory practices availled by the teachers obtained an average weighted mean of 4.29 described as *to a great extent*. In like manner, almost all of the statements are rated *to a great extent* such as giving due consideration to the problems and needs of the faculty with sympathy and understanding (4.37), inspecting/checking the course contents, lesson plans, grade sheets, etc.(4.34), observing tact and respect in dealing with teachers, making a real effort to maintain close contact with faculty, and changing employers is the best way to advance my career (4.33), going out of their way to help the teachers in the assigned task/s (4.30), helping teachers to settle minor differences (4.29), encouraging teachers to structure their rooms (4.27), directly encouraging and motivating teachers in meeting organization needs (4.25), and being fair in organizational authority (4.23).

The results can be interpreted that inspecting/checking lesson plans, grade sheets, and course outlines is the priority of administrators since it is a routine and therefore inherent in their supervisory functions and the teachers find them both supportive and constructive at the same time in supervisory practice. On the other hand, stimulating group loyalty (4.20) is just described *to some extent*. This is due also to some pertinent functions in the districts and division level, the school heads less likely do their school job specifications which is construed by some teachers as not promotive of group loyalty. It is because the possibility of incompetency, idleness, and lack of focus are on a way considered true in this aspect.

Assessment of DepEd's Faculty Development Program as to Organizational Support in terms of School Culture Availled by the Teachers

The assessment of the DepEd's faculty development programs organizational support in terms of school culture availled by the teachers obtained an average weighted mean of 4.32 which described as *to great extent* (TGE). Similarly, all the statements obtain a descriptive rating of *to great extent* such as fostering and enriching the values, knowledge, expertise, thoughts, and aspirations of its faculty members (4.39), communicating and cooperating with the faculty in the spirit of camaraderie and professionalism (4.35), stressing common interest and general welfare among teachers, engaging faculty in purposeful activities based on a culture of trust, and heightening support system (4.33), understanding and valuing one another's strengths and weaknesses (4.32), respecting and appreciating individual identity of each faculty, and supporting and promoting the culture of commitment to one another and commitment to the school (4.31), stimulating dialogue, discourse and conversation among faculty (4.29), and encouraging a supportive and positive environment (4.28).

Based on the results, the school culture is enriched by the relationship teachers have for one another and it motivates them to pursue their profession. This implies that the outcomes of schools also depend on the teachers. Thus, it is really necessary to stress the common and general welfare of the teachers. Further, teachers who have friends and confidant to lean on enjoyed the profession despite the workload that they have.

Assessment of DepEd's Faculty Development Program as to Organizational Support in terms of Promotion Availed by the Teachers

Considering faculty member for promotion to a higher faculty rank/ sub-rank on the basis of meeting minimum requirements (like educational qualification, performance rating of at least very satisfactory during the last three rating periods), merit promotion, performance evaluation, training and personnel development, and scholarship programs are discussed to faculty every start of school year (4.29), and adequate school promotion policy (4.27) are also described *to a great extent*. This means that there are really chances to grow professionally in the teaching career although the teachers find opportunities sometimes depriving.

On the other hand, locally-funded faculty appointment is limited to a maximum of one (1) year prior to permanent appointment (4.10) and the classification of faculty ranks and promotion is commensurate with the financial incentives (4.09) are just described *to some extent*. The ratings are indicative that not everybody in the teaching profession is given the chance of promotion. The process of promotion itself is likewise very slow as it involves paper trailing or more documents and letters to be passed on to the different authorities until its approval or decision. It makes teachers discouraged at some point to respond in the call for application promotion seeing that its process is cumbersome.

Assessment of DepEd's Faculty Development Program as to Organizational Support in terms of Salary and Fringe Benefits Availed by the Teachers

The assessment of the DepEd's faculty development program as to organizational support in terms salary and fringe benefits availed by the teachers obtained an average weighted mean of 4.13 is computed described as *to some extent*. In like manner, almost all statements are rated *to some extent* such as policy on step increment is known to the faculty (4.15), a salary increase is given to faculty every three years of service in school provided that the faculty evaluation shall be not lower than *very satisfactory* rating (4.11), school facilitating provision of the following benefits: separation pay, health benefits and retirement benefits (4.10), and salaries derived from teaching are commensurate to teaching responsibilities and educational qualification, and policies related to teachers' salary are discussed to newly hired faculty and during the beginning of academic year, or whenever changes from higher authority mandate (4.08) except for the salary received by the teachers is based on the present rank and promotion given (4.25) which is described *to a great extent*. It can be inferred that in terms of salary and fringe benefits, teachers sometimes

find their salary and other monetary means to equate their work meager that they need to look for other means to support their personal and family needs.

On the other hand, it is still undeniable that DepEd lacks the allotted funds to compensate teachers in their extra works which somehow makes them overworked but underpaid. The data connotes that teachers are well compensated with their job but not for those tasks which are beyond their classroom and school duties. This may often lead to rendering less quality service and less commitment to the school.

Assessment of DepEd's Faculty Development Program in terms of Faculty Learning Opportunities as to Graduate Student Programs Availed by the Teachers

The assessment of the DepEd's faculty program in terms of the faculty learning opportunities as to graduate student programs availed by the teachers wherein an average weighted mean of 3.81 is computed described as *to some extent*. In like manner, all of the statements are rated *to some extent* such as implementing a sustainable faculty development program based on identified needs such as upgrade of educational qualifications through graduate studies (4.09), providing assistance for the faculty members pursuing advanced (master's and/or doctorate) degrees such as study leave (3.92), conducting objective selection of deserving faculty members for scholarship in graduate school programs (3.90), tuition fee privilege (3.87), book allowance (3.71), making financial assistance for continuing education available for faculty (3.69), travel allowance (3.67), and monthly stipend (3.63). The data show that teachers undertake graduate programs for different reasons, primarily to become a better educator and to receive a salary increase. However, the privileges as mentioned above are not availed by many public school teachers because whenever there are scholarships, these are usually on a competitive basis.

Assessment of the DepEd's Faculty Development Program in terms of Faculty Learning Opportunities as to Research Availed by the Teachers

The assessment of the DepEd's faculty development program in terms of faculty learning opportunities as to research availed by the teachers gained an average weighted mean of 3.94 described as *to some extent I* (TSE). Similarly, all statements garner a descriptive rating of *to some extent* namely 'the school implements a sustainable faculty development program for conducting research activities like research writing (4.07), research conference presentation (3.97), and both publication of research outputs and giving incentives to the research and innovations made by faculty members (3.92), and recommending research work of faculty to division and/or regional funding for action research (3.82). This is because despite the DepEd requires faculty to do action research, assistance in research dissemination, actual fielding and administration, and incentives are few. Also, very few deserving research are funded through BERF, hence somehow demotivating teachers to do action research.

Assessment of DepEd's Faculty Development Program in terms of Faculty Learning Opportunities as to the Seminars, Training and Development Availed by the Teachers

The assessment of the DepEd's faculty development program in terms of faculty learning opportunities as to seminars, training and development availed by the teachers which obtained the average weighted mean computed is 4.36 described as *to great extent*. Also, all statements obtain *to great extent* descriptive rating such as conducting in-service training activities regularly at least once per term (4.43), attendance to the seminars, symposia, and conferences for the continuing professional development (4.39), fairly distributing opportunities for faculty members to attend/participate in capability-building and enhancing activities (4.38), conducting objective selection of the deserving faculty members for seminars, conference/s and/or training grants (4.36), giving lectures in national/ international seminars, symposia, and conferences, and lastly, supporting the professional growth of the faculty through attendance in educational lectures, symposia, seminars, workshops, conferences, and other forms of training (4.29).

The data implies that the schools provide seminars, training as well as encourage teachers to pursue further studies. Hence, it is already their choice if they will really pursue it. There were lectures in national, and seminars and conferences for the teachers. Many respondents answered that there were provide training, seminars, and workshops at their school, that really help them in teaching. This is good strategy for teachers to develop their skills and to learn new things. However, there are still instances where there is unfair treatment in choosing of participants. Most of the time, they are not given opportunities though they are eager and eligible to attend seminar. Opportunities among faculty are not shared equally. Not all teachers are given a chance to participate in different activities that promote professional growth. There were also times that they cannot really focus on it because of the heavy workloads that are assigned to them.

Assessment of DepEd's Faculty Development Program in terms of Faculty Rewards and Incentives as to Rewards, Incentives and Grants Given to the Teachers

The assessment of DepEd's faculty development program in terms of faculty rewards and incentives as to rewards, incentives and grants given to the teachers obtained an average weighted mean of 3.99 described as *to some extent*. In like manner, all statements are rated to some extent such as length of service incentive after at least 3 years of continuous service to the same position (4.18), productivity incentive for satisfactory performance (4.16), loyalty incentive (4.13), cash award incorporated in salary adjustment due to length of service incentive (4.01), career and self-development incentive for satisfactorily completing a course or degree within or outside the country at one's own expense (3.88), incentives for book writing, manuals/ handbooks, compilations, and instructional materials to keep up with the new knowledge and techniques in field of specialization (3.82), and scholarships, fellowships, sabbatical leaves, research, and travel grants (3.79). Based from the computed data, it is obvious that the teachers lack rewards and incentives that they deserve. Teachers also deserve rewards and incentives because of the great effort and perseverance that they are doing for their profession. Most of the time, many teachers

spend their personal money for the materials that they need inside and outside the classroom. It is going to be more beneficial for them if the government will allot an additional budget not only to increase the salary but also provide them incentives to boost their performance.

Assessment of the DepEd's Faculty Development Program in terms of the Faculty Rewards and Incentives as to Recognition of the Teachers

The assessment of the DepEd's faculty development program in terms of faculty rewards and incentives as to recognition of the teachers obtained an average weighted mean of 4.20 described as *to some extent*. While the other statements are rated *to some extent* such as receiving recognition for small as well as major accomplishments on the job (4.19), receiving additional school responsibility with the corresponding power and authority (4.16), and being given the responsibility to help develop the academic growth of the school as well as the economic development of the community (4.09). This means that there are some teachers who are not recognized even they have been contributing accomplishments in schools. Teachers were recognized and promoted before easier than today's time. Standards get higher now and competitions are increasing. There were many teachers who are also not appreciated by the works that they have been doing. Most of the time, teachers who were given additional responsibility are only those who are capable of doing it.

On the other hand, there are statements rated *to great extent* such as feeling accepted by peers and superiors (4.28), recognition/ reward given in a timely and formal way, and being given recognition for contributing in the accomplishment of institutional goals (4.23), and having a committee on programs and awards in the school (4.21). It was not stated directly by the respondents but they have committee programs in school that set standards for recognition. Teachers are easily recognized before than in today's time. There are less competition and efforts are appreciated. Most of the teachers-respondents felt accepted by their superior and peers. They become more passionate and more dedicated in their work because they encourage are being motivated by one another. The results imply that teachers receive some recognition to every accomplishment that they have done. Thus, recognition gives some motivation to every teacher and encourage them to improve their teaching skills and strategies. Hence, sometimes teacher receive additional school responsibility with corresponding power and authority.

Assessment of DepEd's Faculty Development Program as to Relationships and Networks in terms of Professional Organizations of the Teachers

The assessment of DepEd's faculty development program as to relationships and networks in terms of professional organizations of the teachers obtained 4.18 average weighted mean which described as *to some extent*. Likewise, almost all of the statements are rated *to some extent* such as offering new spaces in which teachers may learn and grow as professionals with support from a diverse network of people and resources (4.20), making one seek help and emotional support, making the teachers find, share, and create professional knowledge, fostering collaboration with

and support by the community of the education professionals (4.19), supporting ongoing learning related to professional work (4.18), and providing aggregate vast quantities of professional knowledge at anytime and from anywhere, and shaping teachers' professional identities (4.13).

The computed data shows that the teachers also need more support when it comes to the relationship and networks in terms of professional organizations such as support in their ongoing professional development to enhance their knowledge and skills with the support from diverse network of people and resources. At this time of new normal, many teachers need emotional support from different stakeholders for them to have enough strength and encouragement to overcome it. On the other hand, allowing the sharing of lesson plans, teaching strategies, and student work, and collaboration across grade levels and departments (4.29) is described *to a great extent*. This manifests how teachers support professional organizations by means of helping one another in performing their teaching functions.

Assessment of DepEd's Faculty Development Program as to Relationships and Networks in terms of Mentoring of the Teachers

The assessment of the DepEd's faculty development program as to relationships and networks in terms of mentoring of teachers obtained the average weighted mean of 4.25 described as *to great extent*. Correspondingly, most of the statements garner a descriptive rating of '*to great extent*' such as observing one another classrooms, promoting collegiality and support, and enjoining peers to build new skills, share ideas, teach one another (4.29), sharing and discussing teaching practices that increase student learning (4.28), involving two or more professional colleagues working together to reflect the current practices, and conducting formal evaluation and giving teachers recommendation during the peer coaching (4.26), involving the analysis of teaching for the purpose of integrating skills and strategies into a curriculum through collegial approach, and developing instructional goals and personal teaching style through a collegial approach (4.25). It can be inferred from the data that school heads rely upon having had similar experiences to gain empathy with the mentee and understanding of their issues, provide teachers with an opportunity to think about career options and progress, ask questions and challenge, while providing guidance and encouragement. Meanwhile, developing strategy that enables teachers to consult with one another garners 4.20 rated as *to some extent*. The data implies that although mentoring is evident, there is still a need to foster learning through peer coaching and peer-to-peer extended conversations in areas of interest or need.

Assessment of DepEd's Faculty Development Program as to Workplace Tasks and Activities in terms of In-service Training of the Teachers

The assessment of Deped's faculty development program as to workplace tasks and activities in terms of in-service training of teachers obtained the average weighted mean of 4.24 described as *to great extent*. In the same manner, all statements are rated as *to great extent* such as providing a safe and inspiring work environment (e.g. non-threatening, non-retribution and

tolerant work ethos and orientations; 4.28), necessary support towards INSET activities (4.26), valuing and utilizing teachers' inputs and contributions in the making of INSET action plan and its execution, and assessment of activities, and arriving at consensus on general strengths and weak aspects of the teachers' instruction and facilitation (4.25), taking the lead in continuing professional development activities in school level (4.23), encouraging self-directed learning among teachers (treat teachers autonomously, asking them to make choices rather than school heads issuing orders and choosing things for them; 4.22), and providing intellectual support for teachers, e.g., via online libraries and educational visits to sources with intellectual resources and Encourage and allow free interaction and conversation on school grounds (e.g., at tea breaks, in staff room, at sports grounds) and boosting of appropriate social relations (4.21). It implies that the in-service training are also being conducted based from the needs of the teachers for it gets a descriptive rating of to a great extent. It gives high chances for the teacher's to learn and develop through experiences.

Assessment of DepEd's Faculty Development Program as to Workplace Tasks and Activities in terms of Conferencing of the Teachers

The assessment of the DepEd's faculty development program as to workplace tasks and activities in terms of in-service training of the teachers obtained the average weighted mean of 4.24 described as *to great extent*. Also, all the statements are rated as *to great extent* such as providing excellent opportunity for teachers (4.27), helping teacher's confidence in his/her work (4.26), establishing rapport with the teachers at the beginning of the conference, and making a general commendation of the lesson as a whole and specific approval of the aspects of the lesson (4.25), recognizing the needs for improvement and solve problems cooperatively with teachers (4.24), providing excellent opportunity for teachers to define the subject discussed, and giving each of the teachers special help needed to become proficient in self-analysis, self-appraisal and -improvement (4.23), and giving constructive suggestions that will further help the teacher improve his/her work (4.21). The result implies that the programs and activities for the teachers in terms of in-service training were excellent. School heads recognize the needs of every teacher in every conference. Most of the teachers are satisfied in the conference, because they have been given opportunities to become proficient in the self-analysis, self-appraisal and self-improvement.

Assessment of DepEd's Faculty Development Program as to Workplace Tasks and Activities in terms of Walkthrough of the Teachers

The assessment of the DepEd's faculty development program as to workplace tasks and activities in terms of in-service training of the teachers with an average of weighted mean of 4.35 described as *to great extent*. In the same manner, all statements are rated *to great extent* such as conducting classrooms observation throughout the school year even formal or non-formal (4.44), increasing the school wide reflection on best practices to increase student achievement (4.36), helping teachers in career planning and development through walk-through (4.35), designing and collecting patterns of data that can help members of professional learning community improve their teaching practice, acquiring evidence of impact of curricular initiatives and instructional

practices, and having an active role to teacher's performance, conduct and accomplishments (4.34), visiting classrooms for a short period of time of 5-15 minutes, where instructional supervision program is observed (4.32), and collecting additional data on teaching practice and student learning (4.30). It can be deduced from the data that the school heads conduct brief visits to classrooms throughout the school, conducted on a frequent basis and informal of non-evaluative, designed to collect patterns of data that can help members of the professional learning community to continually improve teaching practice.

The results imply that teachers are satisfied in the observation that was conducted at their schools. It improved their performance, conduct, and teaching practice. It also increases school wide reflection on the best practices to increase student achievement. Classroom observation describes practice of sitting in another teacher's class to observe, learn and reflect. Classroom observation is also defined as a method of evaluating and recording specific information about what is going on within a classroom.' Classroom observation often helps expose teachers to new methods of teaching that might not have occurred to them beforehand. Therefore, observation is important at every stage of a teacher's career. Besides, many teachers, even experienced ones, are not always aware of the nature of their interactions with individual students.

Relationship of the Extent of Management of Career Pathways and the DepEd's Faculty Development Program Availled by the Teachers

Summary of Values for Testing the Significant Correlation between the Extent of Management of Career Pathways and the DepEd's Faculty Development Program Availled by the Teachers

The teacher's career pathways management in terms of career goals significantly correlate with organizational support ($r= .289$) and faculty learning opportunities ($r = .398$); career navigation skills and satisfaction with faculty rewards and incentives ($r= .765$; $r= .569$), relationships and networks ($r= .930$; $r= .567$), and workplace tasks and activities ($r= .880$; $r= .490$) respectively; while career success measures to almost all the faculty development program parameters except for organizational support at 0.01 level of significance. Parameters under management of career pathways as to career goals, career navigation skills, career success measures and career satisfaction have moderate to high significant correlation with the extent of the DepEd's faculty development program availled by the teachers in terms of organizational support, faculty learning opportunities, faculty rewards and incentives, relationships and networks and workplace tasks and activities all with alpha values of .001. Hence, the null hypothesis stating that "there is no significant relationship between extent of management of career pathways and the DepEd's faculty development program availled by the teachers" is rejected at 0.05 level of significance since the computed alpha values are less than 0.05.

Maynard (2015) emphasized that creating a career path is an essential component of lifelong career toward developmental growth of the profession as teacher. Career pathway requires the teacher to take an honest look at their career goals, skills, needed knowledge, experience, and personal characteristics requiring a plan to obtain what is necessary to carry out the career path. Teachers can develop a career path by looking at your desired job/jobs within the organization. Then, they can chart a course, put it in writing and own it. Recognizing and reflecting on these stages provides teachers lateral movement, transfers, promotion in rank and positions, and rewards and recognition.

Summary of Values for Testing the Significant Difference in the DepEd's Faculty Development Program Availed by the Teachers when They are Grouped According to Schools Division

Among all the parameters under the DepEd's faculty development program availed by the teachers, only organizational support, and faculty learning opportunities have significant difference when they are grouped according to schools' division with alpha values of .001. Hence, the null hypothesis stating that "there is no significant difference in the DepEd's faculty development program as to organizational support and faculty learning opportunities availed by the teachers when they are grouped according to their schools' division" is rejected at 0.05 level of significance since the computed alpha values are less than 0.05. It is because while some programs promote organizational support and faculty learning opportunities, some do not.

Teachers' Lived Experiences and Challenges in Managing Career Pathways and the DepEd's Faculty Development Program

Theme 1. Fusing Career Aims and Faculty Development Aspirations

The theme generally marries the career goals of the teachers and what and how they want their faculty development to unfold while they are still in the service. The central idea revolves around the codes such as taking advanced education and continuing professional development, cultivating one's professional strength, teachers' community learning, encouragement in the field, promotion, making opportunities available, creating impact to the school, and introspecting one's career targets.

Taking advanced education and CPD is adherence to professional development which is achieved when the teachers spend some time minding their advanced education. Consequently, it inspired others to also emulate their examples. Achieving goals is not an easy-breezy for the teachers because of the roadblocks. In the organizational context, Holpp (2012) believed that everyone should desire for a promotion and should always have a continuous personal development objective that could provide an opportunity for personal growth, present a challenge, and a chance to prove one's ability and worth. Meanwhile, Stulz et al. (2015) shared that part of self-management is the ability to meet goals and account for one's productivity in the workplace.

This requires self-discipline. It is one's own control over what s/he does, as well as how and when to do it.

Moreover, a sense of community is related to the career management of others although it is more of a collective thinking and feeling for co-workers. Hence, the goals of **teachers' community learning** are not only collaboration but also the rapport with superiors and community leaders, sustaining harmonious relationship, and familiarization with the organization. Further, collaboration is demonstrated by means of promoting openness which is similar to transparency, defining boundaries or setting a wall where people around them are not bound to cross, hence they sometimes draw the line, and valuing harmony which relates to smooth interpersonal relationship. **Encouragement in the field** is by all means capturing people's heart which must be easy for the teachers to be extended among their peers and the school heads to their teachers. In fact, by a simple appreciation and recognition they can gain their affection. But even if it goes that way, the reality is, people are secured when they feel loved and valued. Moreover, when they put their trust on people, they always try their best not to bring them down.

Being in a higher position comes with tons of responsibility. Through a sense of encouragement, the school heads will never be a leader without his/her people. Valuing the effort and the force that is being exerted should always be expressed towards them. It affirms that to surpass all the challenges among the teachers, it is important to strengthen a sense of collaboration among co-workers. In connection on how the hierarchy of needs theory relates to an organization, Jerome (2013) provides an explanation of its applicability to organizational orientation and employee motivation that usually contributes to organizational culture. The theory suggests how managers could lead employees towards attainment of self-actualization. The theory also implied a dual role in determining the performance of an organization which includes both the organization itself and the employees. Likewise, it is better to establish a good connection and receive **encouragement from teachers and peers**. Valuing relationship is giving importance to what teachers and peers can bring which should constantly be highly promoted. In connection, empowering others is demonstrated by pushing co-workers to do and get better and achieve success altogether.

Monetary and material-based motivation steams from putting first the needs of the family over others. Being the foundation of the aspiration for higher positions, priorities center on the aim to satisfy the family foremost. Moreover, **cultivating one's professional strength** is what makes the teachers succeed in their jobs. Teachers tend to believe what they see. Thus, they believe that it is more convincing if their peers will get to witness them do things that they succeed with. Also, contentment to the things that they have and make the most out of it made them cherish every moment more. In striving for achievement, **enhancing one's ability** is shown in terms of sense of fulfillment and of the organizational achievement. This means that a certain feeling is achieved when the teachers do things that make them improve themselves for the better. Discovering themselves and achieving their goals should go without others' validation.

Skills enhancement is similar to doing the best that one could to maximize his/ her strengths. Loving the things that the teachers do is important, being focused and committed is essential. It reflects the quality of their work. Thus, it makes the work easier and enjoyable for them. There are many opportunities for the learners to refine their own competencies. Possessing skills for self-learning makes the teachers improve themselves in many ways possible. A teacher could become confident when everything s/he does is based on thorough research and planning that turns out to have innovative and creative outcome. In relation, **taking challenging roles** could be attained by overcoming challenges in the workplace through broadening perspectives and wisdom. Ascending from many adversities of their job demands means rising from the insurmountable challenges. The experiences make it possible to have the best teachers in themselves indeed. It is always hard at the beginning. But eventually when they master how to handle the heat of the situation, it will make them stronger to what is ahead. **Promotion**, on the other hand, is the ultimate and mostly sought career terminal and faculty development aim. In the context of this study, it is realized from the insights and experiences of the teachers whether there is easy promotion process, fairness in promotion, and making opportunities available.

Adherence to legality is what makes **fairness in promotion** which implies that the teachers conform with the governing law or legal bounds of their promotion. They are guided primarily by the mandates from DepEd Central Office which are cascaded to them. Through sense of justice, it is ethical if authorities separate work with their personal matters. Promotions and credits should not be given just because of a certain connection. It should be rewarded to those who are deserving.

However, there are those who underwent an **easy promotion** process especially the seasoned teachers. However, they still need to adapt to the new process of promotion. Furthermore, promoting openness is beneficial. As the school heads are dealing with teachers with different perspective especially in workplaces **making opportunities available** promotes openness which also means respecting them and likewise, being true to them. Thus, making opportunities available also entails **fair distribution of training**. It is a professional work ethics which reflects the quality of empowering the people within the premise of workplace. Realizing workplace empowerment makes teachers further show attitude as well as drive towards being passionate on what they do.

Creating impact to the school for the teachers is sharing their ability to help the learners, the co-workers, and the school as a whole with all the endeavor is the sincerest thing that someone can offer. They grow not only with themselves but with the people who also helped them with the things they once aspire to have. Moreover, it is playing the actual role with hard-work and perseverance. Finally, **introspecting one's career targets** could be achieved by means of sure firing target which are the goals and objectives, playing the actual role expected of them as teachers through working as and sometimes beyond expected. Moreover, they need to start with gradual steps. Introspecting one's career targets allows the teachers to set their aims and it is not bad to take risk sometimes. Therefore, it is better to be sure of the aims especially when it will set a huge impact on the entire organization. For them, a career goal should be targeted and set a direction.

Theme 2. Understanding the Barriers in Realizing Career Improvement

For the teachers, the aspiration to have something is just the beginning of great opportunities. However, **career complacency** happens whenever they have goals but stop chasing them and reaching it. They closed all their doors that will possibly bring them to career management and faculty development. Refocusing attention is what usually occurs to teachers with complacent career and amidst untoward situations. In reiteration, **selective CPD and promotion** is committed by school heads and higher authorities who demonstrate prejudice towards few teachers who are privileged enough to receive the promotion and assigned to attend the CPD. **Condescending attitude** is demonstrated by those who are pessimist when given a work-related assignment. They might sometimes be lax at goals and do anything to realize them.

To surmise deduced themes and codes about career pathways management and faculty development that these two supposed milestones in one's profession should be coupled with initiative and motivation. Planning the career flow and advancement would lead to subsequent promotion and achievement of career outcomes. It can be the very reason why Loretto (2019) pointed out that employers seek employees who take the initiative and have the motivation to get the job done in a reasonable period of time. A positive attitude gets work done and motivates others to do the same without dwelling on the challenges that inevitably come up in any job. It is the enthusiastic employee who creates an environment of goodwill and who provides positive role models for others. A positive attitude is something that is most valued by supervisors and co-workers, and also makes the job more pleasant and fun to go to each day.

IV. Conclusion

From the results of the study, the following conclusions are drawn:

1. The teachers' career pathways greatly take into consideration their objectives in the profession, and how to improve their skills and be successful and satisfied in their chosen tracks.
2. The DepEd's faculty development program is made available to the teachers through the school support system, lifelong learning opportunities, awards and recognition, establishing linkages, and engaging them in challenging and fulfilling tasks.
3. The availability of faculty development programs influences the teacher's management of career pathways.
4. The DepEd's faculty development program activities and privileges availed by the teachers are different as to supervision experienced, chances for promotion, seminars, and training made available, and opportunities to pursue advanced education.

5. The teachers' diverse lived career management and faculty development experiences are characterized by striving for completing graduate studies, knowledge sharing, support in the workplace, and realizing one's potential yet the barriers they face are hopelessness for promotion, pessimism, and work injustice from a selective preference for promotion of some authorities.
6. An additional input to the faculty development program is ready for the initial try-out and validation process.

REFERENCES

- [1] Al-Fares, K. (2011). Shooting for stars: Cross-sector lessons on retaining high performing educators. Chapel Hill, NC: Public Impact. Retrieved April 2013 from http://opportunityculture.org/images/stories/shooting_for_stars_2010.pdf
- [2] Al-Ghamidi, T. (2017), Effectiveness of electronic application in educational supervision in the public administration of education, Mecca Mukarramah, Unpublished MA Thesis, Umm Durman University, Sudan.
- [3] Allice, J. (2013). Developing instructional leadership through collaborative learning. AASA Journal of Scholarship and Practice. 7(2), 20-26. Retrieved June 2019 from http://www.aasa.org/uploadedFiles/Publications/Journals/AASA_Journal_of_Scholarship_and_Practice/JSP-Summer2010.pdf
- [4] Alonzo, B. (2016). Empowerment of faculty related to the organizational performance of selected universities and colleges of Regions III, IV and NCR. Dissertation. TUP, Manila.
- [5] Al-Saud, R. (2017), Educational supervision, Modern trends, 2nd ed, DarWa'el.
- [6] Alson, J. (2016). University of Perpetual Help organizational structure: Its effectiveness and relationship to the job satisfaction and the value orientation. Unpublished Dissertation, Manila: Graduate School Polytechnic University of the Philippines.
- [7] Aswathappa, E. (2010), Teacher attrition: A costly loss to the nation and to the states issue brief. Washington, DC: Author. Retrieved April 2020 from <http://www.all4ed.org/files/archive/publications/TeacherAttrition.pdf>
- [8] Avelina, R. (2018). Marginalization in education. Philippines Daily Inquirer, p.A15.
- [9] Ayeni, K. & Propoola, H. (2017). "Source of the teachers' job satisfaction in the public schools", Education Journal, 24 (11), pp. 97-102.
- [10] Bentley, U. (2014). The millennial mind goes to work. How millennial preferences will shape the future of the modern workplace, October, 2014.
- [11] Biggs, T. (2014), Raising the bar: aligning and elevating the teacher preparation and the teaching profession. Washington, DC: American Federation. Retrieved April 2020 from <http://www.aft.org/pdfs/highered/raisingthebar2012.pdf>
- [12] Bilbao, P., Corpuz, B., Llagas, A. & Salandanan, G. G. (2012). The teaching profession. Quezon City: Lorimar Publishing, Inc.
- [13] Borko, P., Ellibot, J. & Uchiyama, R. (2012). Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching. An international and market research-based perspective. McKinsey & Company. Retrieved April 2020 from

- http://www.mckinsey.com/insights/social_sector/attracting_and_retaining_top_talent_in_us_teaching.
- [14] Bosionoles, A. (2014). Teaching and leadership for the twenty-first century: The 2012 International Summit on the Teaching Profession. Retrieved April 2020 from <http://asiasociety.org/files/2012teachingsummit.pdf>.
- [15] Breland, D., Barnes, G., Crowe, E., & Schaefer, B. (2017). The cost of teacher turnover in five school districts: A pilot study. Washington, DC: National Commission on Teaching and America's Future. Retrieved April 2020 from <http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-full-report.pdf>
- [16] Brent, R., Felder, R., Hirt, M., Switzer, L. & Holzer, N. (2019). A Model Program for Promoting Effective Teaching in Colleges of Engineering. *Intl. Journal of Engr. Education*, 19 (2), pp. 234–240.
- [17] Briones, L. (2016). Teacher empowerment for better basic education, *Educators' Journal* 15 (4), p. 5.
- [18] Brunetti, G.J. (2011). "Why do they teach? A study of job satisfaction among long-term high school teachers". *Teacher education quarterly*, 28 (3).
- [19] Burke, R. J. (2011). Managerial women's career experiences, satisfaction and well being: A five country study. *Cross Cultural Management*, 8 (3/4), pp. 117-133.
- [20] Cabangal, J. C. (2014). Teaching activities of elementary school teachers: Relationships to the teachers' job satisfaction and pupils' study habits and interest to study. Unpublished Doctoral Dissertation, University of San Agustin, Iloilo City.
- [21] Catapang, R. (2012). Teacher satisfaction, motivation and health: Phase one of Teacher 2000 Project. Unpublished Dissertation. Northern Samar: University of Eastern Philippines.
- [22] Catapano, I. (n. d.), Predicting and understanding organization structures. *Administrative Science Quarterly*, 19, pp. 168-185.
- [23] Chang, C., Ferris, R., Johnson, J., Rosen, D. & Tan, E. (2012). Paths of glory and glass ceiling: Differing patterns of career advancement among women and minority federal employees. *PAQ*, Summer, pp. 143-162.
- [24] Clarence-Fincham, J. & Naidoo, K. (2014). Translating theoretical perspectives into constructive debate: Reconceptualizing the curriculum in the South African context. *South African Journal of Higher Education*, 28 (3), pp. 1003-1016.
- [25] Cochran-Smith, K. & Lytle, H. (2016). Validation of a statewide teacher evaluation system. *National Association of Secondary School Principals. NASSP Bulletin*, 100 (4), 203-222.
- [26] Cogshall, J.G., Behrstock-Sherratt, E., & Drill, K. (2011). Workplaces that support high-performing teaching and learning: Insights from Generation Y teachers. Washington, DC/Naperville, IL: American Federation of Teachers and American Institutes for Research. Retrieved February 2020 from <http://www.aft.org/pdfs/teachers/genyreport0411.pdf>
- [27] Couros, G. P. (2010). *Professions, competence and informal learning*. Cheltenham, U.K.: Edward Elgar Publishing Limited.
- [28] Crowley, C. (2014). *Toward the structural transformation of schools: Innovations in staffing*. Learning Point Associates. Retrieved December 2019 from <http://www.air.org/files/InnovationsInStaffing.pdf>
- [29] Daley, C. (2016). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Curriculum and Development.
- [30] Datu, N. (2013). Five factors to keep the teachers motivated and satisfied, *The Modern Teacher*, 53 (8), pp.8-15.

- [31] Davis, K. (2014). *Human behavior at work*. New York: McGraw Hill, Inc.
- [32] De Howe, S. & De Vos, A. (2010). Millennials' career perspective and psychological contract expectations: Does the recession lead to lowered expectations? *Journal of Business & Psychology*, June, 2010.
- [33] Dearnley, C. & Dixon, A. M. (2012). *Finding Professional Voice: Towards a Theory of Continuing Professional Development*. Retrieved from <http://www.leads.ac.uk/medicince/meu/lifelong08/Christine-Dearnley.pdf>.
- [34] Dearnley, C. A. & Matthew, R. (2017), Factors that contribute to undergraduate success. *Teaching in Higher Education*, 12 (3), pp. 377-391.
- [35] Dearnley, C. A. (2016). Knowing nursing and finding the professional voice: A study of enrolled nurses converting to first level registration. *Nurse Education Today*, 26 (3), pp. 209-217.
- [36] Delen, J. P. (2015). *Job satisfaction and job performance among the faculty of some selected schools in the South Manila Inter-Institutional Consortium*. Unpublished Dissertation. Manila: Philippine Christian University.
- [37] Delors, I. (2015). For more teacher empowerment. *Philippine Journal of Education*, 69 (3), p. 1-3.
- [38] Dries, N., Pepermans, R. & De Kerpel, E. (2015) Exploring four generations' beliefs about career. *Journal of Managerial Psychology*, 23 (8), pp. 907–928.
- [39] Ebadan, H. & Winstanley, L. (2017), Cognitive ability and career attainment: moderating effects of early career success. *Journal of Applied Psychology*, 76, 392–397.
- [40] Edward, G. (2009). Downsizing, delayering and careers: Survivor's perspective. *Human Resource Management Journal*, 7 (1), 79-91.
- [41] Ekpoh, R., Oswald, R. & Victoria, S. (2013). Perceived organizational support. *Journal of Applied Psychology*, 71, pp. 500-507.
- [42] Esnara, P. (2010). National Institution of Education. Learning questionnaire. Retrieved 4 Mar 2012 from http://learning_climate_questionnaire.pdf.
- [43] Estolas, K. (2012). *Educational statistics*. Lorimar Publishing, Inc.
- [44] Fajarillo, V. (2018). *Administrative and supervisory practices of school heads and their influence on the teacher's job satisfaction and performance in the Division of Romblon*. Unpublished Dissertation. Romblon State College.
- [45] Faltado, G. (2018). *Functionally literate Filipinos: An educated nation*. Education for all (EFA 2015) National Action Plan. Pasig City, Philippines: Author.
- [46] Farley, G. (2010). *Instructional supervision; A descriptive study focusing on observation and evaluation of the teachers in the cyber schools*. Unpublished thesis. Indiana University, Pennsylvania.
- [47] Farmer, D. (2016). *Taking the measure of work*. USA: Sage Publications, Inc.
- [48] Flanigan, J. (2011), *School empowerment: The transitional role of the principal in school empowerment*, Lancaster, Penn: Technomic.
- [49] Fraser, K., Kennedy, A., Reid, R. & McKinney, T. (2017). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100 (3), 363-406.
- [50] Galloway, L. (2016). Leadership development: A larger context. *Educational Leadership*. 67 (2), 45-49.
- [51] Ganiron, B. & Ganiron, J. (2013). Role of the teachers in educational system. *Philippine Journal of Education*, 12 (70), pp. 16-21.

- [52] Garganera, S. (2018). Factors influencing satisfaction and anticipated turnover in an academic center, *The Journal of Administration*, 31 (4).
- [53] Gattiker, H. & Larwood, D. (2018). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *Elementary School Journal*, 109 (5), pp. 537–553.
- [54] Gewertz, I. (2018), *Standards for instructional supervision: Focus on the professional development*. Larchmont, NY: Eye on Education.
- [55] Given, E., Goddard, Y.L., Goddard, R.D., & Tschannen-Moran, M. (2018). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*, 109 (4), pp. 877–896.
- [56] Glanz, J. (2015). *What a principal should know about instructional leadership*. Thousand Oaks, CA: Corwin Press.
- [57] Glatthorn, L. (2015). *Peer review and teacher leadership*. New York: Teacher College & Columbia University.
- [58] Gonong, G. (2019). *Addressing teacher professional development issues: Supporting teacher quality*. Australian Aid & Basic Education Sector Transformation.
- [59] Grant, S. & Keim, I. (2012). *Encore performances: Tapping the potential of midcareer and second-career teachers*. Princeton, NJ: Woodrow Wilson National Fellowship Foundation. Retrieved January 2020 from http://www.woodrow.org/images/pdf/policy/EncorePerformances_0908.pdf
- [60] Gray, M. V. R. (2015). Predictors for managers' career mobility, success and satisfaction. *Human Relations*, 41 (8), 569-591.
- [61] Greenberg, S. & Baron, E. (2015). Five factors to keep the teachers satisfied. Retrieved 16 Feb 2020 from <http://socyberty.com/education/five-factors-to-keep-teachers-satisfied/>
- [62] Greguras, C. & Diefendorff, H. (2019). Constructing factors related to worker retention. *International Journal of Manpower*, 27 (5), 491-508.
- [63] Guskey, T. (2015), *Principles and method of teaching*. Revised Edition Quezon City R.P. Garcia Publishing Co.
- [64] Guskey, T. (2010). Research needs to think professional development and the students learning. *Journal of Staff Development*, 18 (2), pp. 36-40. Retrieved from <http://www.nsd.org/library/publications/jsd/jsdguk.cfm>.
- [65] Hall, D. T. (2012). *Careers in and out of organizations*. Thousand Oaks, CA: Sage.
- [66] Hardy, I. (2019). Conceptualizing & evaluating career success. *Journal of Organizational Behavior*, 26, pp. 113-136.
- [67] Harrington, B., Van Deusen, F., Fraone, J. S. & Morelock, J. (2015). *How millennials navigate their careers: Young adult views on work, life and success*. Boston: Boston College Center for Work & Family.
- [68] Harris, A. J. & Sass, D. (2016). *Improving schools through teacher leadership*. Berkshire, England: Open University Press.
- [69] Heslin, M. (2015). Exploring differences in turnover intentions and its determinants among telecommuters & non-telecommuters. *Journal of Management Information Systems*, 16 (1), pp. 147-164.
- [70] Hill, S. (2017). The effects of mentoring on perceived career success, commitment, and turnover intentions. *The Journal of American Academy of Business*, Cambridge 5(1/2), pp. 167-170.

- [71] Hirschi, T. (2013). Is experience the best teacher? A multi-level analysis of teacher characteristics and student achievement in low performing schools. *Educational Assessment, Evaluation and Accountability*, 21 (3), pp. 209-234.
- [72] Howe, J. & Ans De Vos, A. (2017). Rewriting the job description: The teaching profession in the twenty-first century. *AEI Online*, 11. Retrieved January 2013 from <http://www.aei.org/article/education/k-12/rewritingthe-job-description/>
- [73] Judge, B. & Bretz, F. (2014). Beginning teacher induction: What the data tell us. *Kappan*, 93(8), 47-51. Retrieved April 2020 from <http://www.gse.upenn.edu/pdf/rmi/PDK-RMI-2012.pdf>.
- [74] Judge, B. Jackson, T., Burrus, J., Bassett, K., & Roberts, R. (2015). Teacher leadership: An assessment Framework for an Emerging Area of Professional Practice. ETS RR-10-27. Princeton, NJ: Educational Testing Service. Retrieved April 2020 from <http://www.ets.org/Media/Research/pdf/RR-10-27.pdf>
- [75] Kennedy, F. (2014). *Finders and keepers: Helping new teachers survive and thrive in our schools*. San Francisco, CA: Jossey-Bass.
- [76] Kim, M. (2015). *Awakening the sleeping giant: Helping teachers develop as leaders* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- [77] Kimengi, G. (2013). *Taking the lead: New roles for teachers and school-based coaches*. Oxford, Ohio: National Staff Development Council.
- [78] Kirchmeyer, J. (2018). Grabbing the brass ring: Who shapes teaching policy? *Educational Policy*, 26(1), 79-95. Retrieved January 2020 from <http://epx.sagepub.com/content/26/1/79.full.pdf+html>
- [79] Kristof-Brown, O., Zimmerman, H. & Johnson, S. (2015). Organizing the other half of teaching. In L. Darling-Hammond & G. Sykes (Eds.). *Teaching as the Learning Profession: Handbook of Policy and Practice*. San Francisco: Jossey-Bass.
- [80] Kuenzi, C. & Schminke, R. (2019). TAP: A system for teacher and student advancement. Center for Educator Compensation Reform. U.S. Department of Education, Office of Elementary and Secondary Education, Washington, D.C. Retrieved February 2020 from <http://www.cecr.ed.gov/pdfs/summaries/TAPCaseSummary.pdf>
- [81] Lichtman, P. (2010). *Strategic talent management: Lessons from the corporate world*. Madison, WI: Consortium for Policy Research in Education. Retrieved December 2019 from www.smhc-cpre.org/download/33/
- [82] Lobel, C. & St. Clair, E. (2012). *Teacher leadership*. San Francisco, CA: Jossey-Bass.
- [83] Locke, Z. & Braver, M. (2008). The mentor phenomenon and the social organization of teaching. In C. Cazden (Ed.), *Review of research in education*, (pp. 297-351). Washington, DC: American Educational Research Association.
- [84] London, J. & Stumpf, F. (2012). Constructions of teacher leadership in three periods of policy & reform activism. *School Leadership and Management*, 23, pp. 201-419.
- [85] Lunenberg, K. & Ornstein, R. (2018), *Making schools smarter: A system for monitoring school and district progress*. Thousand Oaks, CA: Corwin.
- [86] Madden, N. & Mitchell, R. M. (2013). *Schoolteacher: A sociological study*. Chicago, Ill: University of Chicago Press.
- [87] Manalo, R. (2012). *Influence in the teachers' job performance and job satisfaction in the Division Romblon*. Unpublished Doctoral Dissertation, Romblon State College.

- [88] Martins, L.L., K.A. Eddleston & J.F. Veiga (2012). Moderators of the relationship between work family conflict and career satisfaction. *Academy of Management Journal*, 45 (2), pp. 399-409.
- [89] Mashologu, S. (2012). Effects of family responsibilities, gender, and career identity salience on performance outcomes. *Academy of Management Journal*, 35 (5), pp. 1057-1069.
- [90] Maynard, W. (2015). *Managing careers*. Reading, Mass. Addison Wesley Publishing Co.
- [91] Mayrhofer, W., M. Meyer, M. Schiffinger & A. Schmidt (2018). The influence of family responsibilities, career fields and gender on career success: An empirical study. *Journal of Managerial Psychology*, 23 (3), pp. 292-323.
- [92] McNeese, S. (2011). Faculty views of productivity and non-productivity. *The Educator's Management Review*, 7-9.
- [93] Mendoza, H. (2009). Deconstructing job satisfaction: Separating evaluations, beliefs and affective experiences. *Human Resource Management Review*, 12, pp. 173-194.
- [94] MetLife. (2013). *MetLife survey of the American teacher: Challenges for school leadership*. Retrieved February 2020 from <https://www.metlife.com/assets/cao/foundation/MetLife-Teacher-Survey-2012.pdf>
- [95] Miller, J. & Roza, H. (2012). Teachers: Will we ever learn? *New York Times*. April 12. Retrieved April 2013 from <http://www.nytimes.com/2013/04/13/opinion/teachers-will-we-ever-learn.html?pagewanted=all>
- [96] Moeini, L. (2013). *Redesigning teacher pay: A system for next generation of educators*. Washington, DC: Economic Policy Institute.
- [97] Muris, B. (2015). The next generation of teachers: Changing conceptions of a career in teaching. *Phi Delta Kappan*, 83 (4), pp. 304–311.
- [98] Newman, J. C. (2017). *Job satisfaction: How people feel about their jobs and how it affects their performance*, Lexington Books, New York, NY.
- [99] Newstrom, P. (2011), *Professional knowledge and professional practice*. London: Cassell Press.
- [100] Ng, T., L. Eby, K. Sorensen, & D. Feldman (2015). Predictors of objective and subjective Career success: A meta-analysis. *Personnel Psychology*, 58, pp. 367–408.
- [101] Nicholson, P. (2013). Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior. *Academy of Management Journal*, 36 (3), pp. 148-158.
- [102] Nicolaidoua, M. & Petridoua, P. (2011). Gender, mentoring, and career success: The importance of organizational context. *Personnel Psychology*, 63(2), 385-405.
- [103] Nolan, S. & Hoover, T. (2018), *Isolation in energy of investment instructional leadership to support standard based practice*. San Francisco: West Ed, page 109 Ed469944.
- [104] Nueva-Obieta, A. (2016). *Work values, family roles performance and the job satisfaction of elementary school teachers in central area in the Division of Northern Samar*. Unpublished Dissertation, Northern Samar: University of Eastern Philippines
- [105] Nye, T., Su, R., Rounds, J. & Drasgow, A. (2012). What are the effects of induction and mentoring on the beginning teacher turnover? *American Educational Research Journal*, 41 (3), pp. 681–714.
- [106] Odabaşı, P. (2013). *Building a high-quality teaching profession: Lessons from around the world*. Retrieved April 2020 from <http://www2.ed.gov/about/inits/ed/international/background.pdf>
- [107] Omar, K. (2014). *A whole new mind*. New York: Riverhead Books.

- [108] Oxford Dictionary (n.d.). Printed in Oxford, United Kingdom.
- [109] Palmer, E. (2012). Performance of principals, teachers and mathematical competencies of the Grade 6 pupils: Effective instruction. Unpublished dissertation, Laguna State Polytechnic University, San Pablo City.
- [110] Pfeffer, J. & A. Davis-Blake (2017). The effect of the proportion of women on salaries: A case of college administrators. *Administrative Science Quarterly*, 32 (1), pp. 1-24.
- [111] Poole, M., J. Langan-Fox & M. Omodei (2013). Contrasting subjective and objective criteria as determinants of perceived career success: A longitudinal study. *Journal of Occupational and Organizational Psychology*, 66, pp. 39-54.
- [112] Powerful Learning Practice (2012). Career-focused employee transfer processes. *Career Development International*, 10 (4), 293-309.
- [113] Poza, H. & Sousa-Poza, K. (2015). Career success and satisfaction: a comparative study in nine countries. *Women in Management Review*. 22 (5), 371-390.
- [114] Price, J. (2011), Advances in teacher assessment and their Uses. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 259-297). Washington, DC: American Educational Research Association.
- [115] Rikleen, C. (2014). Redesigning schools to reach every student with excellent teachers: financial summary. Chapel Hill, NC: author. Retrieved July 2020 from http://opportunityculture.org/wp_content/uploads/2012/05/Financial_Planning_Summary-Public_Impact.pdf
- [116] Sahlberg, S. (2015). *The work of nations: Preparing ourselves for 21st-century*. London, U.K.: Simon and Schuster.
- [117] Sandoval, L. W. (2015). Predictors of career success for Filipino workers. Unpublished thesis, Ateneo de Manila University.
- [118] Santiago, A. (2016). CB-PAST: Emerging roles of principals as leaders and managers, the modern teacher, 31 (2), pp.12-18.
- [119] Savin-Baden, V. & Major, E. (2013). Learning from leadership: Investigating the links to improved student learning. Final Report to the Wallace Foundation. Minneapolis, MN: University of Minnesota. Retrieved April 2020 from <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx>
- [120] Schechter, D. (2014). Preparing teachers and developing school leaders for 21st century: Lessons from around the world. OECD Publishing. Retrieved January 2012 from <http://www.oecd.org/site/eduistp2012/49850576.pdf>
- [121] Sergiovanni, T. & Starratt, R. (2012), *Supervision: A redefinition*, Boston: MA: McGraw-Hill.
- [122] Sharma, R. & Jyoti, J. (2019). Job satisfaction of university teachers: An empirical study. *Journal of service research*.
- [123] Speck, S. (2019). *Learning-centered leadership, Essentials of school leadership*, London: Sage Publications.
- [124] Supangco, V. (2011). Organizational and individual determinants of success. 4th Annual BSP-UP Professorial Chair Lectures, 21 – 23 Feb 2011. Malate, Manila: Bangko Sentral ng Pilipinas.
- [125] Tan, G. (2018). *Teacher professional development: An international review of literature*. UNESCO International Institute on Educational Planning.
- [126] *Teacher Induction Program* (2018). The Department of Education.

- [127]Trust, J. (2012). Teacher bonuses for extra work: A profile of Missouri's career ladder program. Washington, D.C.: Mathematical Policy Research, Inc. Retrieved April 2020 from <http://www.policyarchive.org/handle/10207/bitstreams/20590.pdf>
- [128]Tullao, E. (2019). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681–714.
- [129]Turban, H. & Dougherty, R. (2014). *Life cycle of the career teacher*. Thousand Oaks, CA: Corwin Press.
- [130]Undani, B. (2015). Using competency-based evaluation to drive the teacher excellence: Lessons from Singapore. Chapel Hill, NC: Public Impact. Retrieved April 2020 from http://opportunityculture.org/images/singapore_lesson-public-impact.pdf.
- [131]Vitale, D. (2016). Including measures of the student behavioral skills in accountability systems. Iowa City, IA: ACT.
- [132]Vuori, D. & Okkonen, V. (2012). Does new teacher support affect student achievement? *New Teacher Center Research Brief*, 6(1). Retrieved April 2020 from http://www.newteachercenter.org/sites/default/files/ntc/main/resources/BRF_DoesNewTeacherSupportAffectStudentAchievement.pdf.
- [133]Wayne, S.J., R.C. Liden, M.L. Kraimer & I.K. Graf (2019). The role of human capital, motivation and supervisor sponsorship in predicting career success. *Journal of Organizational Behavior*, 20 (5), pp. 577-595.
- [134]Werbelt, L. (2016). Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management Journal*, 40 (1), 82-111.
- [135]Whitely, W.T. & P. Coetsier (2013). The relationship of career mentoring to early career outcomes. *Organization Studies*, 14 (3), pp. 419-441.
- [136]Whitely, W., T. Dougherty & G. Dreher (1991). Relationship of career mentoring and socioeconomic origin to the managers' and professionals' early career progress. *Academy of Management Journal*, 34 (2), 331-351.
- [137]World Policy Analysis Center, (2016). Intra-organizational career advancement and voluntary turnover in a multinational bank. *Career Development International*, 13 (5), pp. 402-424.
- [138]Young, F. C. (2017). *Organizational development made easy*. Manila, Philippines: Aviba Publishing House Inc.
- [139]Zepeda, S. J. (2017), *Instructional supervision: Applying tools and concepts*. Larchmont, NY: Eye of Education.