

The Influence of the Implementation of the Expanded Career Progression System (ECPS) of the School Heads in Improving the Leadership Development in the Public Elementary Schools in the Division of Camarines Sur

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026	This study determined the influence of the implementation of the Expanded Career Progression System (ECPS) on the leadership development of school heads in public elementary schools in the Division of Camarines Sur during School Year 2025–2026. It examined the extent of ECPS implementation, its influence on leadership development, the problems encountered, proposed solutions, and an action plan based on the findings. The study employed the descriptive-evaluative-correlational research method involving 273 respondents. Data were analyzed using frequency count, percentage, weighted mean, rank, and Kendall's Coefficient of Concordance (W). Findings revealed that ECPS was much implemented, particularly in providing clear career pathways and merit-based advancement, both with a mean of 4.30. Its influence on leadership development was much influential, with strategic and organizational leadership, ethical leadership, and innovation and change management each obtaining a mean of 4.29. Significant agreement was established among respondents regarding the rank orders of ECPS implementation, its influence on leadership development, and the problems encountered and solutions offered. The major problems were confusion regarding eligibility requirements (4.09), difficulty tracking and documenting accomplishments (4.03), and delays in promotion or reclassification processing (4.02). Corresponding solutions included providing clear orientations, establishing effective accomplishment-tracking systems, and streamlining promotion procedures. An action plan was formulated to strengthen ECPS implementation and leadership development. The study recommends that the Division Office sustain ECPS implementation, strengthen leadership development programs, and clarify eligibility requirements and career pathways. Public Schools District Supervisors should provide orientation and continuous monitoring, while the Human Resource Management Office should address implementation concerns. School heads should share best practices, and continuous evaluation mechanisms should be institutionalized. Future researchers may conduct similar studies involving other educational personnel.
Keywords: Expanded Career Progression System (ECPS) School Heads Leadership Development Public Elementary Schools Division of Camarines Sur	

1. Introduction

Globally, educational systems recognize that effective school leadership is essential to improving teaching quality, strengthening school management, promoting professional accountability, and achieving better learning outcomes. School heads are expected to perform multiple responsibilities, including instructional supervision, personnel management, resource allocation, policy implementation, stakeholder engagement, and school improvement planning. These responsibilities require continuous professional development, sound decision-making, ethical conduct, and the ability to respond to changing educational needs. Consequently, career progression systems have become important mechanisms for encouraging educators to improve their competencies, demonstrate professional excellence, and pursue leadership opportunities. When career advancement is guided by transparent standards, professional competence, and measurable performance, educators are more likely to recognize opportunities for growth and prepare themselves for greater responsibilities.

In the Philippine basic education system, the development of competent teachers and school leaders is a continuing priority. School heads serve as instructional leaders and administrative managers who translate national education policies into school-level programs and activities. Their leadership influences teachers' professional development, instructional practices, organizational effectiveness, and the overall learning environment. However, opportunities for career advancement must be supported by clear policies, accessible professional development programs, transparent assessment procedures, and appropriate institutional support. Without these mechanisms, qualified educators may experience uncertainty regarding promotion requirements, difficulties documenting their accomplishments, and limited opportunities to strengthen the competencies required for higher positions. These concerns highlight the importance of a career progression framework that recognizes professional growth and provides qualified educators with structured pathways for advancement.

The legal foundation for merit-based career advancement in the Philippines is established in the 1987 Constitution. Article IX-B, Section 2(2), provides that appointments in the civil service shall be made only according to merit and fitness, as far as practicable

determined by competitive examination, except in specified cases. This constitutional principle supports the establishment of fair and objective procedures for recruitment, appointment, and promotion in government service. The Administrative Code of 1987 further provides the framework for civil service administration, including personnel management and career development. These provisions emphasize that advancement in public service should be guided by professional qualifications, competence, and established standards rather than personal relationships or length of service alone.

In the education sector, Executive Order No. 174, s. 2022, established the Expanded Career Progression System (ECPS) for public school teachers. The policy introduced broader career pathways intended to recognize professional competence, improve opportunities for advancement, and encourage continuing development among educators. Its implementing rules and regulations, together with Department of Budget and Management–Department of Education Joint Circular No. 1, s. 2025, and DepEd Order No. 024, s. 2025, provided further guidance for implementation. DepEd Order No. 034, s. 2025, subsequently introduced amendments and clarifications to strengthen policy consistency, clarify documentary requirements, and guide qualification, performance, and assessment processes. These issuances establish an important policy framework for implementing career progression within the Department of Education. <Link url="https://www.deped.gov.ph/2024/08/01/implementing-rules-and-regulations-of-executive-order-no-174-s-2022-re-establishing-the-expanded-career-progression-system-for-public-school-teachers The enactment of Republic Act No. 12288, or the Career Progression System for Public School Teachers and School Leaders Act, on September 12, 2025, further strengthened this framework by institutionalizing career progression for public school teachers and school leaders. The law recognizes professional advancement through standards-based competencies, qualifications, development goals, and established career pathways. It also provides for expanded opportunities in teaching and school administration, subject to applicable qualification standards and assessment requirements. This legislation is particularly relevant to school heads because it recognizes school administration as a professional career pathway requiring appropriate competencies, experience, and leadership capacity. By institutionalizing career progression, the law reinforces the importance of providing qualified education personnel with fair opportunities to advance while supporting the broader objective of improving the quality of basic education.

The implementation of the ECPS is closely connected with professional standards that define the competencies expected of educators and school leaders. These standards provide benchmarks for assessing professional performance, identifying development needs, and preparing personnel for increased responsibilities. For school heads, leadership development involves strengthening strategic and organizational leadership, instructional supervision, ethical leadership, human resource management, decision-making, problem-solving, and change management. These competencies enable school leaders to establish clear institutional goals, manage resources effectively, support teachers, address organizational challenges, and maintain a learning environment responsive to the needs of learners and stakeholders. Accordingly, career progression should not be viewed solely as an opportunity for promotion or salary improvement. It should also encourage meaningful professional growth and the consistent application of leadership competencies in school management.

Other Philippine laws complement the objectives of the ECPS. Republic Act No. 4670, or the Magna Carta for Public School Teachers, recognizes the professional rights and welfare of public school teachers. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, emphasizes the importance of qualified and professionally prepared educators in implementing the basic education curriculum. Meanwhile, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, establishes the governance framework for basic education and recognizes the responsibilities of school heads in managing schools and promoting effective educational delivery. Together, these laws highlight the importance of professional competence, effective school governance, and continuous development in achieving educational goals. Within this context, the ECPS provides an opportunity to connect career advancement with the competencies necessary for effective school leadership.

The influence of career progression on leadership development, however, depends on the quality of its implementation. A well-designed system may provide clear advancement opportunities, but its intended benefits may not be fully realized when personnel lack adequate information, guidance, resources, or institutional support. School heads need a clear understanding of eligibility requirements, documentary evidence, performance standards, and assessment procedures. They also need opportunities to participate in relevant training, leadership development activities, professional collaboration, and reflective practice. Furthermore, administrative processes must be timely, consistent, and transparent to maintain confidence in the system. Addressing these implementation concerns is essential to ensuring that career progression contributes not only to professional advancement but also to improved leadership capacity and school effectiveness.

In the Division of Camarines Sur, strengthening professional development and educational leadership is particularly important because school heads operate in diverse school contexts and respond to varying instructional, administrative, and community needs. The Division has undertaken initiatives that support educator development and institutional capacity. In December 2024, the Department of Education inaugurated the Academy of Inclusive Learning and Development (iLEAD), a learning and development center intended to provide professional growth opportunities for educators and other education personnel. The Division also pursued learning recovery and instructional support initiatives for schools affected by typhoons and other disruptions. These efforts demonstrate the importance of continuous learning, organizational preparedness, and professional support in sustaining educational services. Such initiatives provide a relevant context for examining how school leaders experience career progression and how professional advancement opportunities may support their leadership development. <Cite refs="{["turn872372search3"]}">

Despite the establishment of national policies and professional development initiatives, the implementation of the ECPS may present practical challenges at the division and school levels. These may include confusion regarding eligibility requirements, difficulties in tracking and documenting professional accomplishments, delays in promotion or reclassification, and varying levels of access to leadership development opportunities. Such concerns may affect how school heads understand and experience the system. Moreover, the existence of a career progression policy does not automatically establish that it has strengthened leadership competencies. Its influence must be examined through the experiences and assessments of the personnel involved in its implementation. Understanding

these experiences can help determine which aspects of the system are working effectively and which areas require further clarification, support, or improvement.

The need for localized evidence is particularly important because the implementation of national policies occurs within specific organizational and administrative contexts. Although national guidelines establish common standards, the effectiveness of implementation may depend on the consistency of policy dissemination, the availability of technical assistance, the efficiency of administrative procedures, and the relevance of professional development activities. In the Division of Camarines Sur, examining the experiences of school heads and other relevant respondents can provide information about the perceived extent of ECPS implementation, its influence on different dimensions of leadership development, and the problems encountered during implementation. Identifying the solutions considered necessary by respondents can likewise help the Division formulate appropriate interventions responsive to actual implementation concerns.

Furthermore, leadership development should be understood as a continuing process rather than a single outcome of promotion. School heads must continually improve their capacity to formulate strategic directions, supervise instruction, manage personnel, uphold ethical standards, introduce innovations, and respond to organizational challenges. A career progression system can support this process by encouraging professional learning and recognizing the competencies needed for higher levels of responsibility. However, the relationship between career progression and leadership development must be assessed carefully to determine whether the system is perceived to contribute meaningfully to these competencies. Evidence regarding the implementation process, leadership outcomes, and required support measures can inform decisions about future training programs, administrative procedures, and monitoring mechanisms. In view of these considerations, the present study determined the influence of the implementation of the Expanded Career Progression System on the leadership development of school heads in public elementary schools in the Division of Camarines Sur during School Year 2025–2026. Specifically, it examined the extent of ECPS implementation in terms of clear career pathways, merit-based advancement, addressing promotion delays, promotion reclassification, performance standards, and enhanced professional development. It also assessed the perceived influence of the system on strategic and organizational leadership, ethical leadership and professional values, innovation and change management, decision-making and problem-solving, human resource and team leadership, and instructional leadership competence.

Moreover, the study identified the problems encountered by respondents and the solutions considered necessary to address these concerns. It examined the degree of agreement among respondents regarding the rank orders of implementation indicators, leadership development indicators, identified problems, and proposed solutions. The findings served as the basis for formulating an action plan intended to strengthen the implementation of the ECPS and support the continuing leadership development of school heads.

Ultimately, this study sought to provide evidence that may assist the Division of Camarines Sur, Public Schools District Supervisors, school heads, and human resource management personnel in improving policy implementation, clarifying career advancement requirements, strengthening leadership development initiatives, and establishing effective monitoring and feedback mechanisms. By examining the ECPS within the local context of public elementary education, the study aimed to contribute to a more transparent, responsive, and competency-based career progression system that supports professional growth, effective school leadership, and the continuous improvement of basic education.

1.1 Statement of the Problem

This study determined the influence of the implementation of the Expanded Career Progression System (ECPS) of the school heads in improving the leadership development in the Public Elementary Schools in the Division of Camarines Sur for School Year 2025–2026. Specifically, it sought answers to the following questions:

1. To what extent is the level of the implementation of the Expanded Career Progression System (ECPS) along:
 - 1.1 Clear Pathways,
 - 1.2 Merit-Based Advancement,
 - 1.3 Enhanced Professional Development,
 - 1.4 Addresses Promotion Delays,
 - 1.5 Promotion Reclassification, and
 - 1.6 Performance Standards?
2. How significant is the agreement on the rank orders of the level of implementation of the Expanded Career Progression System (ECPS) along the aforementioned aspects?
3. To what extent is the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads in terms of:
 - 3.1 Instructional Leadership Competence,
 - 3.2 Strategic and Organizational Leadership Skills,
 - 3.3 Decision-Making and Problem-Solving Abilities,
 - 3.4 Human Resource and Team Leadership Skills,
 - 3.5 Ethical Leadership and Professional Values, and
 - 3.6 Innovation and Change Management Capacity?
4. How significant is the agreement on the rank orders of the extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads among the different groups of respondents?
5. What problems were encountered by the respondents in the implementation of the Expanded Career Progression System (ECPS)?
6. What solutions were offered to address the problems encountered by the respondents in the implementation of the Expanded Career Progression System (ECPS)?
7. How significant is the agreement on the rank orders of the problems encountered and the solutions offered in the implementation of the Expanded Career Progression System (ECPS) among the different Congressional Districts?

8. What action plan can be formulated based from the findings of the study?

1.2 Assumptions of the Study

The following were the assumptions made in the study:

1. The extent of the level of the implementation of the Expanded Career Progression System (ECPS) along Clear Pathways, Merit-Based Advancement, Enhanced Professional Development, Addresses Promotion Delays, Promotion Reclassification, and Performance Standards can be determined.
2. The extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads can be identified.
3. The problems encountered by the respondents in the implementation of the Expanded Career Progression System (ECPS) can be evaluated.
4. The solutions offered to address the problems encountered by the respondents in the implementation of the Expanded Career Progression System (ECPS) can be assessed.
5. An action plan can be formulated based from the findings of the study.

1.3 Hypotheses

The following hypotheses were tested in this study:

The following were the hypotheses formulated by the researcher:

1. There is a significant agreement on the rank orders of the level of implementation of the Expanded Career Progression System (ECPS).
2. There is a significant agreement on the rank orders of the extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads.
3. There is a significant agreement on the rank orders of the problems encountered and the solutions offered in the implementation of the Expanded Career Progression System (ECPS).

2. Literature Review

This chapter presents relevant literature and studies that explore the the implementation of the Expanded Career Progression System (ECPS) among the school heads on leadership development and career advancement. The review focuses on both local and international sources, highlighting significant insights, trends, and gaps in existing knowledge.

2.1 Expanded Career Progression System (ECPS)

Santidad et al. (2025) examined teachers' awareness and preparedness regarding the Expanded Career Progression System (ECPS) in public elementary schools in the Division of Cabuyao during School Year 2024–2025. The findings revealed strong awareness and preparedness across ECPS components, including competency-based promotion, position classification, leadership roles, and professional recognition. Preparedness did not significantly differ according to sex and age, but differences were observed based on educational attainment and length of service. These findings highlight the importance of teachers' professional backgrounds in understanding and preparing for career progression.

Navalta (2024) investigated teachers' awareness, preparedness, challenges, and coping strategies regarding ECPS in the Lal-lo South District. Although teachers demonstrated an understanding of career pathways and promotion procedures, they encountered difficulties concerning school administration roles, competency standards, workload management, and compensation. The study recommended targeted training, mentorship, workload management strategies, and continuous feedback to strengthen preparedness for career advancement.

Capistrano and Tamayo (2025) reviewed career progression policies, professional development opportunities, and implementation challenges affecting public school teachers in the Philippines. Their analysis emphasized the importance of structured career pathways while identifying inadequate financial support for further studies and limited institutional resources as barriers to effective implementation. Their findings underscore the need to bridge the gap between policy objectives and actual implementation through adequate institutional support and professional development.

Raquim et al. (2025) examined the Career Progression and Specialization Program and Credit Accumulation and Transfer System (CPSP-CATS) Committees in regulated professions in the Philippines. Through documentary analysis, the study highlighted the potential of structured career pathways to strengthen professional competence, support advancement, and promote international recognition. The findings emphasize the broader significance of systematic career development frameworks in promoting professional growth.

Alda et al. (2025) explored the career progression and perceptions of graduates of the Diploma in Professional Education program at Cebu Normal University from 2016 to 2020. The findings indicated positive perceptions of the program, particularly regarding content knowledge, pedagogical competence, technological proficiency, and technology integration. Participants also described professional growth, increased confidence, and improved teaching capabilities, demonstrating the contribution of professional education to career development.

Collectively, these studies emphasize the importance of transparent career pathways, professional development, institutional support, and effective policy implementation. However, much of the reviewed literature focuses on teachers' awareness, preparedness, or general career development rather than the implementation of ECPS among school heads. The present study addresses this gap by examining the extent of ECPS implementation, its perceived influence on school heads' leadership development, the problems encountered, and the solutions considered necessary in the Division of Camarines Sur. The findings will provide a basis for an action plan to strengthen implementation and support the continuing professional growth of school leaders.

2.2 Influence

Ciocon (2023) examined the relationship between school heads' profiles, leadership behaviors, and office performance in selected elementary schools in Tuguegarao City. Using a descriptive-correlational design, the study found that all participating school heads received outstanding OPCR ratings. Their best practices included curricular interventions, staff training, and resource allocation, although procurement activities

received lower ratings. The findings highlight the importance of effective leadership practices in school management and performance. Arreza (2024) investigated the relationship between the leadership styles of school principals and head teachers and the performance of junior high school teachers in New Ormoc City National High School. Using a descriptive-correlational approach, the study found that effective leadership practices were associated with improved teacher performance. The study emphasized the importance of leadership in promoting professional effectiveness and proposed an enhancement plan for school leaders and teachers.

Sancho (2023) examined the administrative disposition and leadership performance of public elementary school heads in the Schools Division of Negros Oriental during School Year 2022–2023. The findings revealed very high administrative disposition and outstanding overall leadership performance. School heads with doctorate degrees and those who attended seven to nine seminars or training sessions tended to demonstrate higher administrative disposition. Although overall administrative disposition was not significantly related to leadership performance, the use of instructional theories was associated with overall leadership performance. Abdurahman et al. (2021) investigated school heads' educational leadership practices and teachers' performance in Omar District, Schools Division of Sulu. The study involved 82 elementary school teachers and 15 school heads. Findings showed that teachers generally demonstrated very satisfactory performance, while school heads received outstanding ratings in selected personal and professional areas. The study also found no significant differences in teacher performance according to age, sex, and length of service, highlighting the importance of examining leadership practices and professional performance within the school context.

Velez (2025) examined the relationship between school heads' administrative and supervisory skills and teachers' performance. Using structured questionnaires, the study assessed leadership, instructional leadership, human resource management, and other administrative domains. The results indicated strong positive relationships between the assessed leadership competencies and teachers' Classroom Observation Tool (COT) performance, emphasizing the contribution of effective school management and instructional supervision to teaching effectiveness.

2.3 Problems Encountered

Alvarez (2022) examined school heads' career stages of professional growth based on the Philippine Professional Standards for School Heads (PPSSH) and identified factors contributing to their strengths and weaknesses. The findings showed that school heads performed best in Domain 2, Managing School Operations and Resources, while Domain 1, Leading Strategically, received the lowest ratings. Identified challenges included insufficient knowledge of standard practices, limited strategies for improving efficiency, and a lack of essential tools and forms. The study recommended a professional development manual to strengthen school heads' competencies and work performance.

Simbre et al. (2023) explored principals' roles, challenges, and initiatives in teacher promotion using qualitative data from focus group discussions and interviews. The findings indicated that principals supported teachers' career advancement through technical assistance, professional development opportunities, recognition, mentoring, and encouragement to pursue further studies. The study highlighted the importance of school leaders in facilitating staff development and promotion readiness.

Cabigao (2019) assessed the relationship between school heads' professional competencies and school outcomes, organizational culture, and principals' performance. The findings showed that school heads were generally competent, most teachers received very satisfactory performance ratings, and most school heads obtained outstanding ratings. However, their professional competencies did not significantly affect most measured outcomes, except for School-Based Management (SBM) practices. These findings suggest that leadership competencies may influence specific aspects of school effectiveness rather than all outcomes uniformly.

Panol et al. (2020) investigated the interpersonal, leadership, and supervisory skills of 48 school heads in the Narra school districts of Palawan. Both school heads and teachers perceived these skills as evident. The study also found weak associations between selected school-head profile variables and specific leadership and supervisory skills. The researchers recommended further strengthening these competencies to improve school leadership effectiveness.

Melloria et al. (2024) explored the practices, challenges, and opportunities of school heads in research leadership in Northern Mindanao during School Year 2022–2023. Findings revealed that school heads promoted research through mentoring, Learning Action Cell sessions, collaborative research projects, and dedicated research activities. However, they encountered challenges involving motivation, skills, and commitment. The study emphasized the importance of supportive leadership, collaboration, and a research-oriented school culture.

2.4 Solutions

Dayagbil et al. (2021) examined the leadership competencies and professional development needs of school heads in the context of the new normal. The findings indicated that although school heads demonstrated strong leadership competencies, continuous training, mentoring, and capacity-building programs remained necessary to address emerging educational challenges and strengthen decision-making and change management. The study emphasized the importance of sustained professional development in improving school leadership effectiveness.

Leithwood et al. (2020) examined the practices associated with successful school leadership and organizational effectiveness. Their work highlighted the importance of establishing clear directions, fostering collaborative cultures, developing people, and improving instructional practices. The findings underscored the role of continuous learning and professional support in strengthening leadership capacity and promoting sustainable school improvement.

Cagayan (2025) explored teachers' experiences, motivation, challenges, and opportunities concerning the implementation of the Expanded Career Progression System (ECPS). The study highlighted opportunities for career advancement and professional recognition, alongside challenges involving policy understanding, documentation requirements, and promotion procedures. It emphasized the need for clear guidelines, continuous orientation, and institutional support to facilitate effective implementation.

Endencia (2025) investigated the perceived effects of ECPS on teachers' professional growth and development. The findings indicated that clearer career pathways could encourage professional improvement, competency development, and career

advancement. The study also emphasized the importance of adequate institutional support, clear implementation guidelines, and effective mechanisms to achieve the system's intended objectives.

Magallanes et al. (2024) examined the perceived importance of information and communications technology (ICT) proficiency for teaching, learning, and career progression among physical education teachers in Pampanga. The findings emphasized the contribution of technological competence to instructional improvement and professional growth. The study highlighted the need for continuous skills enhancement and professional development to help educators respond to changing educational demands.

2.5 Action Plan

Bobier and Chua (2022) examined initiatives to prepare aspiring school heads in Castilla District, Sorsogon Province, for leadership roles. The study emphasized the importance of structured mentoring, capacity-building programs, continuous learning, and personal development in preparing future school leaders. It recommended establishing mentorship opportunities and leadership development programs to strengthen the competencies of aspiring school administrators.

Peregrino et al. (2021) investigated the relationship between school heads' competencies and qualifications and school performance in Narra District, Palawan. The findings showed improvements in school heads' performance ratings and school-based management practices over the three-year period examined. However, no significant relationship was established between school heads' profiles and school performance. The study recommended strengthening school-based management practices in areas that had not yet reached advanced levels. Diaz Jr. (2025) examined the relationship between school heads' leadership actions and teachers' professional advancement preferences in Malita District, Davao Occidental. The findings revealed very high levels of leadership actions and professional advancement preferences, with a significant positive relationship between the two variables. This suggests that effective leadership actions may support teachers' interest in professional growth and advancement.

Esllera and Escala (2024) explored the relationship between school heads' supervisory skills and public-school teachers' self-efficacy in a district in Laguna. Using an explanatory sequential design, the study found positive relationships between several leadership practices—including instructional leadership, communication, support mechanisms, and fostering a positive work environment—and teacher self-efficacy. However, feedback provision was not significantly related to self-efficacy. The findings highlight the importance of effective supervision and supportive leadership in strengthening teachers' confidence and professional practice. Estacio and Estacio (2022) examined the leadership styles and best practices of school heads in the Department of Education in Bulacan. The study emphasized educational, people-centered, and strategic leadership as essential components of effective school management. It also highlighted how strong leadership, clear school goals, and effective practices contribute to an improved learning environment and the achievement of educational objectives.

2.6 Synthesis of the State-of-the-Art

The reviewed studies were organized into five major areas corresponding to the variables and outputs of the present study: implementation of the Expanded Career Progression System (ECPS), perceived influence on leadership development, problems encountered, proposed solutions, and the formulation of an action plan.

Studies on ECPS implementation included Santidad et al. (2025), who examined teachers' awareness and preparedness regarding ECPS in Cabuyao; Navalta (2024), who investigated teachers' awareness, preparedness, challenges, and coping strategies in Lal-lo South District; Capistrano and Tamayo (2025), who synthesized literature on teachers' career progression in the Philippines; Raquim et al. (2025), who explored career progression and specialization frameworks in regulated professions; and Alda et al. (2025), who studied the career progression and perceptions of Diploma in Professional Education graduates at Cebu Normal University.

Studies on the influence of leadership practices and competencies included Ciocon (2023), who examined school heads' leadership behaviors and office performance; Arreza (2024), who investigated the relationship between school leaders' leadership styles and teachers' performance; Sancho (2023), who assessed school heads' administrative disposition and leadership performance; Abdurahman et al. (2021), who studied educational leadership practices and teachers' performance; and Velez (2025), who examined the relationship between school heads' administrative and supervisory skills and teacher performance.

Studies concerning problems and challenges in leadership development and career advancement included Alvarez (2022), who identified school heads' professional growth levels and competency gaps based on the Philippine Professional Standards for School Heads (PPSSH); Simbre et al. (2023), who explored principals' roles and challenges in teacher promotion; Cabigao (2019), who assessed school heads' professional competencies in relation to school outcomes and organizational culture; Panol et al. (2020), who examined school heads' interpersonal, leadership, and supervisory skills; and Melloria et al. (2024), who investigated school heads' research leadership practices, challenges, and opportunities.

Studies that informed possible solutions and professional development strategies included Dayagbil et al. (2021), who examined school heads' leadership competencies and professional development needs in the new normal; Leithwood et al. (2020), who discussed practices associated with successful school leadership; Cagayan (2025), who explored teachers' experiences and challenges in ECPS implementation; Endencia (2025), who examined ECPS and teachers' professional growth; and Magallanes et al. (2024), who investigated the importance of ICT proficiency in teachers' professional development and career progression.

Finally, studies that provided insights for formulating an action plan included Bobier and Chua (2022), who emphasized mentoring and capacity-building for aspiring school heads; Peregrino et al. (2021), who examined school heads' competencies and qualifications in relation to school performance; Diaz Jr. (2025), who investigated the relationship between school heads' leadership actions and teachers' professional advancement preferences; Esllera and Escala (2024), who explored school heads' supervisory skills and teachers' self-efficacy; and Estacio and Estacio (2022), who examined school heads' leadership styles and best practices in Bulacan.

2.7 Gap Bridged by the Study

Previous studies and literature discussed the teacher and school head career growth, yet there is still no study that looks closely at

how the Expanded Career Progression System (ECPS) is being implemented among school heads in the Division of Camarines Sur. Some related studies touch on teacher leadership, professional development, or merit-based promotions, but they only resemble the ECPS framework and do not directly explore its actual application at the local level. This means we still lack real, on-the-ground understanding of how school heads experience the system, how it affects their growth as leaders, and how it shapes their career advancement in public elementary schools here. This study aims to fill that gap by capturing the unique experiences of school heads in Camarines Sur, providing insights that are meaningful, practical, and grounded in the local context.

2.8 Theoretical Framework of the Study

This study was anchored on the Maslow's Hierarchy of Needs Theory, (Maslow, 1943); Transformational Leadership Theory, (Burns, 1978); Herzberg's Two-Factor Theory, (Herzberg, 1959); Social Cognitive Theory, (Bandura, 1986); and Adult Learning Theory, (Knowles, 1980). This theory emphasizes that individuals are motivated by a hierarchy of needs, starting from basic physiological needs up to self-actualization. In the context of ECPS, school heads are motivated to advance in their careers not only for financial and job security (basic needs) but also for recognition, personal growth, and leadership development (higher-level needs). Understanding these needs helps in designing career progression programs that cater to both professional growth and personal fulfillment.

Transformational Leadership Theory, (Burns, 1978). Transformational Leadership Theory highlights how leaders inspire, motivate, and empower their followers to achieve higher levels of performance and personal development. In the implementation of ECPS, school heads can be evaluated based on their ability to lead effectively, foster collaboration, and cultivate a vision that encourages both teacher growth and school improvement. This theory supports the study's focus on leadership development as a core component of career advancement.

Herzberg's Two-Factor Theory, (Herzberg, 1959). It differentiates between hygiene factors (salary, working conditions) and motivators (achievement, recognition, advancement) that influence job satisfaction and performance. Within ECPS, the theory explains that while adequate compensation and policies are necessary for school heads, true motivation and career progression come from recognition, professional development opportunities, and leadership challenges. This guides the study in examining both structural and intrinsic factors affecting ECPS implementation.

Social Cognitive Theory, (Bandura, 1986). Bandura's Social Cognitive Theory posits that learning occurs in a social context through observation, imitation, and modeling. School heads can enhance their leadership competencies and career growth by observing exemplary practices, engaging in mentorship, and applying new strategies in their schools. The theory underlines the importance of professional interactions and modeling in achieving the objectives of ECPS.

Adult Learning Theory, (Knowles, 1980). Knowles' theory emphasizes that adult learners are self-directed, bring prior experiences to learning, and are motivated by practical, problem-centered approaches. Since school heads are adult professionals, the ECPS program must be designed to address their specific developmental needs, enable reflective practice, and provide relevant, career-focused learning opportunities. This ensures that career advancement is both meaningful and applicable in the educational setting.

Researcher's Theory. The researcher came out with his theory that analyzing the implementation of the Expanded Career Progression System (ECPS) of the school heads in improving the leadership development in the public elementary schools will lead to the formulation of action plan towards quality education.

3. Methodology

This chapter presents the research design, methods, and procedures employed in the study. It outlines the research approach, population and sampling techniques, instrument, and analytical methods used to determine the influence of the implementation of the Expanded Career Progression System (ECPS) of the school heads in improving the leadership development in the Public Elementary Schools in the Division of Camarines Sur for School Year 2025-2026.

3.1 Research Design

This study utilized the descriptive-evaluative-correlational type of research. The descriptive method was used in determining the extent of the level of the implementation of the Expanded Career Progression System (ECPS) along Clear Pathways, Merit-Based Advancement, Enhanced Professional Development, Addresses Promotion Delays, Promotion Reclassification, and Performance Standards; identifying the extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads in terms of Instructional Leadership Competence, Strategic and Organizational Leadership Skills, Decision-Making and Problem-Solving Abilities, Human Resource and Team Leadership Skills, Ethical Leadership and Professional Values, and Innovation and Change Management Capacity; evaluating the problems encountered in the implementation of the Expanded Career Progression System (ECPS); and assessing the solutions offered.

On the other hand, the correlational method was used in testing the significant agreement on the rank orders of the level of implementation of the Expanded Career Progression System (ECPS); measuring the significant agreement on the rank orders of the extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads; finding out the significant agreement on the rank orders of problems encountered and the solutions offered.

3.2 Sampling Technique

The researcher employed total enumeration as the sampling technique, wherein all school heads in the public elementary schools were included as respondents of the study. This approach ensured that the entire target population was comprehensively represented, eliminating sampling bias and providing a complete and accurate depiction of the perspectives of school heads regarding the implementation of the program. Since all qualified principals were covered, the use of sampling formulas such as Slovin's formula was no longer necessary.

3.3 Respondents of the Study

The study employed Slovin's Formula in determining the sample size of the respondents from the Five Congressional Districts in

the Division of Camarines Sur for School Year 2025–2026. The respondents were categorized according to their respective congressional districts, namely: 1st Congressional District, 2nd Congressional District, 3rd Congressional District, 4th Congressional District, and 5th Congressional District. The 1st Congressional District has 134 school heads with a Slovin representation of 43 respondents or 16% of the total population; the 2nd Congressional District has 162 school heads with 52 respondents or 19%; the 3rd Congressional District has 148 school heads with 47 respondents or 17%; the 4th Congressional District has 241 school heads with 77 respondents or 28%; and the 5th Congressional District has 172 school heads with 54 respondents or 20%. Overall, the study covered a total population of 857 school heads with a computed sample size of 273 respondents.

3.4 Research Instruments

This study utilized a researcher-made survey questionnaire in determining the implementation of the Expanded Career Progression System (ECPS) among the school heads on leadership development and career advancement in the public elementary schools in the Division of Camarines Sur for School Year 2025–2026.

3.5 Statistical Tools

For the interpretation and analysis of data, various statistical tools were applied, including Frequency Count, Weighted Mean, Percentage, Rank, and Kendall's Coefficient of Concordance (W). These methods were utilized to examine patterns, measure central tendencies, determine distribution percentages, and evaluate the degree of agreement among respondents.

In determining the extent of the level of the implementation of the Expanded Career Progression System (ECPS) along Clear Pathways, Merit-Based Advancement, Enhanced Professional Development, Addresses Promotion Delays, Promotion Reclassification, and Performance Standards; identifying the extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads in terms of Instructional Leadership Competence, Strategic and Organizational Leadership Skills, Decision-Making and Problem-Solving Abilities, Human Resource and Team Leadership Skills, Ethical Leadership and Professional Values, and Innovation and Change Management Capacity; evaluating the problems encountered in the implementation of the Expanded Career Progression System (ECPS); and, assessing the solutions offered, the weighted mean, frequency count, and rank were used.

In testing the significant agreement on the rank orders of the level of implementation of the Expanded Career Progression System (ECPS); measuring the significant agreement on the rank orders of the extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads; and finding out the significant agreement on the rank orders of the problems encountered and the solutions offered in the implementation of the Expanded Career Progression System (ECPS), Kendall's Coefficient of Concordance W was utilized with the following formula (Siegel, 1988).

4. Findings

This section presents the analysis, interpretation, and discussion of data gathered regarding the influence of the implementation of the Expanded Career Progression System (ECPS) of the School Heads on their Leadership Development and their Career Advancement in the Public Elementary Schools in the Division of Camarines Sur. It includes the presentation of findings based on the problems stated in the study. The data are organized and presented in tabular and graphical forms to provide a clearer and more comprehensive presentation of the results.

4.1 The Extent of the Level of the Implementation of the Expanded Career Progression System (ECPS)

4.1.1 The Extent of the Level of the Implementation of the Expanded Career Progression System (ECPS) along Clear Pathways

Based on the data, all the seven (7) indicators were rated Much Implemented. The weighted mean ranged from 4.13 to 4.49.

The indicators rated Much Implemented (MI) were: understanding the steps required to advance in one's career (4.49); the career progression process in the school is clear and organized (4.42); career pathways are communicated regularly by the administration (4.33); knowing the qualifications needed for the next leadership level (4.28); understanding the timeline for moving to higher positions (4.28); career progression criteria are explained during meetings or workshops (4.17); and opportunities for career advancement are visible and accessible (4.13).

The indicator with the highest mean is Understanding the steps required to advance in my career (4.49, Much Implemented). This indicates that school heads have a clear understanding of the procedures and requirements necessary for career advancement under the Expanded Career Progression System (ECPS). This finding may be attributed to the dissemination of career progression guidelines and the availability of information that enables school heads to become familiar with the promotion process. Consequently, respondents appear confident in navigating the established career pathways and understanding the requirements for professional advancement.

On the other hand, the lowest mean is observed in Opportunities for career advancement are visible and accessible (4.13, Much Implemented). Although this indicator is still interpreted as Much Implemented, it suggests that some school heads perceive career advancement opportunities as less visible or readily accessible compared with other aspects of the ECPS. This may be due to limited dissemination of available opportunities, variations in vacancy announcements, or the competitive nature of leadership positions within the education system.

The findings imply that the Clear Pathways dimension of the ECPS is generally well implemented, as school heads possess a strong understanding of career progression procedures, qualifications, and requirements for advancement. However, strengthening the visibility and accessibility of career advancement opportunities through regular information dissemination, orientations, and transparent communication mechanisms may further enhance the effectiveness of the system. Providing continuous guidance on career pathways will help ensure that school heads are fully aware of available opportunities and are better prepared to pursue professional growth within the education system.

Furthermore, these findings are supported by Santidad, Manaig, and Pendon III (2025), who emphasized the importance of structured teacher development initiatives focused on the Expanded Career Progression System (ECPS) in promoting professional growth, competency enhancement, and clearer career advancement opportunities among educators. Their study highlights that effective implementation of ECPS requires continuous support, capacity-building activities, and development programs that enable educators to better understand and maximize available career pathways.

4.1.2 The Extent of the Level of the Implementation of the Expanded Career Progression System (ECPS) along Merit-Based Advancement

The Expanded Career Progression System (ECPS) along Merit-Based Advancement. Based on the data, all the eight (8) indicators were rated Much Implemented. The weighted mean ranged from 4.06 to 4.47. The indicators rated Much Implemented (MI) were: promotions are given based on skills and achievements (4.47); leadership opportunities are awarded fairly to deserving individuals (4.45); performance evaluations influence career advancement (4.33); competence and dedication are recognized in the ECPS (4.32); teachers are promoted according to merit, not favoritism (4.30); the system rewards those who exceed expectations in their roles (4.24); I feel motivated to perform because advancement is merit-based (4.09); and achievements in school programs are considered for career growth (4.06).

The indicator with the highest mean is Promotions are given based on skills and achievements (4.47, Much Implemented). This suggests that respondents perceive the ECPS as a system that recognizes individual competencies, accomplishments, and qualifications as important bases for career advancement. This may be attributed to the emphasis of ECPS on merit-based progression, where professional performance and demonstrated capabilities serve as key considerations in determining advancement opportunities. As a result, school heads recognize that career growth is linked to actual contributions and professional achievements rather than personal preferences.

On the other hand, the lowest mean is observed in Achievements in school programs are considered for career growth (4.06, Much Implemented). Although still interpreted as Much Implemented, this indicates that respondents perceive a slightly lower recognition of school-based achievements as factors influencing career advancement. This may be due to the stronger emphasis placed on formal qualifications, performance ratings, and competency requirements compared with accomplishments gained from implementing school programs and initiatives.

The findings imply that the Merit-Based Advancement dimension of the ECPS is effectively implemented, promoting fairness, recognition of competence, and performance-driven career progression among educators. However, there is a need to further strengthen the recognition of leadership initiatives, innovations, and successful school programs as valuable contributions to career advancement. Expanding the consideration of diverse professional achievements may encourage school heads and teachers to actively engage in initiatives that improve school performance and learner outcomes. Furthermore, these findings are supported by Navalta (2025), who emphasized that awareness and preparedness of public-school teachers regarding the Expanded Career Progression System (ECPS) are essential factors in maximizing its benefits.

4.1.3 The Extent of the Level of the Implementation of the Expanded Career Progression System (ECPS) along Enhanced Professional Development

The implementation of the Expanded Career Progression System (ECPS) along Enhanced Professional Development. Based on the data, all the six (6) indicators were rated Much Implemented. The weighted mean ranged from 3.88 to 4.45. The indicators rated Much Implemented (MI) were: having access to workshops and seminars that strengthen one's role (4.45); the ECPS supports continuous learning and skill-building (4.45); training programs are relevant to professional growth (4.34); being encouraged to attend courses that prepare for higher positions (4.35); leadership mentoring is available and helpful (4.10); and feedback from training is used to guide career development (3.88).

The indicators with the highest mean are Having access to workshops and seminars that strengthen my role and The ECPS supports continuous learning and skill-building (4.45, Much Implemented). This indicates that respondents perceive the ECPS as providing opportunities for continuous professional development through training activities and capacity-building initiatives. This may be attributed to the emphasis of the system on enhancing leadership competencies, improving professional skills, and preparing educators for greater responsibilities. As a result, school heads recognize professional development activities as essential components in strengthening their effectiveness and readiness for career advancement.

On the other hand, the lowest mean is observed in Feedback from training is used to guide my career development (3.88, Much Implemented). Although still interpreted as Much Implemented, this suggests that respondents perceive a need for stronger mechanisms in utilizing training feedback as a basis for planning professional growth. This may indicate that while training opportunities are available, the systematic use of evaluation results, coaching feedback, and individual development plans may require further improvement to maximize the impact of professional development programs.

The findings imply that the Enhanced Professional Development dimension of the ECPS is effectively implemented, providing school heads with opportunities to improve their competencies through relevant training and learning activities. However, strengthening the connection between training outcomes and career development plans may further enhance the effectiveness of professional growth initiatives. As cited by Capistrano and Tamayo, (2025), establishing continuous mentoring, feedback systems, and individualized development plans can help ensure that professional learning directly contributes to leadership improvement and career advancement.

4.1.4 The Extent of the Level of the Implementation of the Expanded Career Progression System (ECPS) along Addresses Promotion Delays

The implementation of the Expanded Career Progression System (ECPS) along Addresses Promotion Delays. Based on the data, out of the eight (8) indicators, one (1) was rated Very Much Implemented, seven (7) were rated Much Implemented. The weighted mean ranged from 3.90 to 4.50. The indicator rated Very Much Implemented (VMI) was: the system ensures timely processing of promotions (4.50). Meanwhile, the indicators rated Much Implemented (MI) were: delays in promotion are addressed effectively (4.49); ECPS provides a clear schedule for evaluations and promotions (4.45); ECPS guidelines reduce confusion about promotion

timelines (4.30); promotion processes are faster compared to previous systems (4.20); I am informed promptly about the status of my promotion (4.10); the school administration acts on promotion requests without delay (4.00); and I rarely experience unnecessary waiting for career advancement (3.90).

The indicator with the highest mean is the system ensures timely processing of promotions (4.50, Very Much Implemented). This indicates that respondents strongly perceive the ECPS as effective in improving the timeliness and efficiency of promotion processes. This may be attributed to the establishment of clearer procedures, defined evaluation mechanisms, and structured timelines that help minimize delays in career advancement. As a result, school heads recognize that the ECPS contributes to a more organized and responsive promotion system compared with previous practices.

On the other hand, the lowest mean is observed in I rarely experience unnecessary waiting for career advancement (3.90, Much Implemented). Although still interpreted as Much Implemented, this suggests that some respondents continue to experience waiting periods or delays in the actual realization of career advancement opportunities. This may be associated with administrative processing requirements, availability of positions, evaluation procedures, or other factors that influence the completion of promotion processes. The findings imply that the Promotion Delays and Timeliness dimension of the ECPS is generally well implemented, particularly in establishing clearer promotion schedules and addressing delays in processing. However, continuous monitoring and improvement of administrative procedures are needed to further reduce waiting periods and ensure that qualified educators experience timely career advancement. As cited by Raquim, et. al. (2025), strengthening communication channels, tracking promotion applications, and providing regular updates may further enhance transparency and efficiency in the promotion process.

4.1.5 The Extent of the Level of the Implementation of the Expanded Career Progression System (ECPS) along Promotion Reclassification

The implementation of the Expanded Career Progression System (ECPS) along Promotion Reclassification. Based on the data, all the seven (7) indicators were rated Much Implemented. The weighted mean ranged from 3.90 to 4.43. The indicators rated Much Implemented (MI) were: understanding how one's position or rank can be upgraded (4.43); reclassification decisions are based on actual performance and qualifications (4.39); salary adjustments are applied fairly according to ECPS rules (4.36); reclassification processes are transparent and understandable (4.18); confidence that contributions are considered during reclassification (4.12); upgrades in position reflect actual responsibilities (4.01); and the school administration clearly communicates reclassification outcomes (3.90).

The indicator with the highest mean is I understand how my position or rank can be upgraded (4.43, Much Implemented). This indicates that respondents have a clear understanding of the processes and requirements involved in position upgrading under the Expanded Career Progression System (ECPS). This may be attributed to the dissemination of guidelines and information regarding reclassification procedures, qualifications, and career advancement mechanisms. As result, school heads are more aware of the pathways available for professional progression and the requirements needed to achieve higher positions.

On the other hand, the lowest mean is observed in the school administration clearly communicates reclassification outcomes (3.90, Much Implemented). Although still interpreted as Much Implemented, this suggests that communication regarding the results and decisions of reclassification may require further improvement. This may be due to limited feedback mechanisms, delayed announcements, or insufficient opportunities for explaining the basis of reclassification outcomes to concerned personnel.

The findings imply that the Reclassification dimension of the ECPS is generally well implemented, particularly in promoting understanding of upgrading processes, performance-based decisions, and fair application of salary adjustments. However, strengthening communication practices regarding reclassification results and providing clearer feedback to educators may enhance transparency and trust in the system. According to Alda, et. al. (2025), regular orientations and timely dissemination of reclassification decisions can further support educators in understanding and appreciating the benefits of the ECPS.

4.1.6 The Extent of the Level of the Implementation of the Expanded Career Progression System (ECPS) along Performance Standards

The implementation of the Expanded Career Progression System (ECPS) along Performance Standards. Based on the data, all the six (6) indicators were rated Much Practiced. The weighted mean ranged from 3.93 to 4.42. The indicators rated Much Implemented (MI) were: performance standards are applied consistently (4.42); knowing which areas need improvement to meet expectations (4.29); understanding what is expected as a school head (4.21); daily tasks are aligned with the performance criteria (4.14); leadership evaluations are based on measurable outcomes (4.04); and feedback is provided regularly to help meet standards (3.93).

The indicator with the highest mean is Performance standards are applied consistently (4.42, Much Implemented). This indicates that respondents perceive the ECPS as providing clear and consistent expectations regarding leadership performance. This may be attributed to the use of established performance indicators, evaluation standards, and accountability measures that guide school heads in fulfilling their leadership responsibilities. As a result, respondents recognize that performance expectations are systematically applied to support professional accountability and continuous improvement.

On the other hand, the lowest mean is observed in Feedback is provided regularly to help me meet standards (3.93, Much Implemented). Although still interpreted as Much Implemented, this suggests that respondents perceive a need for more consistent and timely feedback mechanisms to support their professional growth. This may be due to limited opportunities for coaching conversations, performance reviews, or follow-up discussions after evaluations. Strengthening feedback practices can help school heads identify areas for improvement and develop strategies to enhance their leadership performance.

The findings imply that the Performance Standards dimension of the ECPS is generally effectively implemented, as school heads have a clear understanding of expectations and recognize the consistent application of leadership standards. According to Ciocon, S. (2023), improving feedback and coaching mechanisms may further strengthen the system by ensuring that evaluation results are translated into meaningful professional development opportunities. Regular mentoring, performance discussions, and constructive feedback can help school heads continuously improve their leadership practices.

4.1.7 The Summary of the Extent of the Level of the Implementation of the Expanded Career Progression System (ECPS)

INDICATORS	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Clear Pathways	4.28	MI	1.5	4.29	MI	1.5	4.31	MI	1.5	4.31	MI	1.5	4.31	MI	1.5	4.30	MI	1.5
2. Merit-Based Advancement	4.28	MI	1.5	4.29	MI	1.5	4.31	MI	1.5	4.31	MI	1.5	4.31	MI	1.5	4.30	MI	1.5
3. Enhanced Professional Development	4.25	MI	3.5	4.27	MI	3	4.28	MI	3	4.27	MI	4	4.25	MI	3	3.65	MI	6
4. Addresses Promotion Delays	4.25	MI	3.5	4.28	MI	4	4.24	MI	4	4.28	MI	3	4.23	MI	4	4.24	MI	3
5. Promotion Reclassification	4.21	MI	5	4.19	MI	5	4.20	MI	5	4.20	MI	5	4.19	MI	5	4.20	MI	4
6. Performance Standards	4.18	MI	6	4.16	MI	6	4.18	MI	6	4.16	MI	6	4.20	MI	6	4.17	MI	5
Average Wx	4.24	MI		4.23	MI		4.25	MI		4.25	MI		4.25	MI		4.14	MI	

The summary of the extent of the Level of the Implementation of the Expanded Career Progression System (ECPS). Based on the data, all the six (6) indicators were rated Much Implemented. The weighted mean ranged from 3.65 to 4.30. The indicators rated Much Implemented (MI) were: Clear Pathways (4.30); Merit-Based Advancement (4.30); Addresses Promotion Delays (4.24); Promotion Reclassification (4.20); Performance Standards (4.17); and Enhanced Professional Development (3.65).

The indicators with the highest mean are Clear Pathways and Merit-Based Advancement (4.30, Much Implemented). This indicates that respondents perceive the ECPS as effective in establishing structured career progression routes and ensuring that advancement opportunities are guided by qualifications, competencies, and achievements. This may be attributed to the emphasis of the system on transparent career procedures and merit-based criteria that allow educators to understand the requirements for professional growth. As a result, school heads recognize the ECPS as a framework that promotes fairness and provides clearer directions for career advancement.

On the other hand, the lowest mean is observed in Enhanced Professional Development (3.65, Much Implemented). Although still interpreted as Much Implemented, this suggests that respondents perceive professional development opportunities under the ECPS as an area requiring further strengthening. This may be due to variations in access to training programs, mentoring opportunities, and capacity-building activities that directly support preparation for higher leadership roles. Enhancing professional development initiatives may provide school heads with more opportunities to improve competencies and meet the expectations of career progression.

The findings imply that the overall implementation of the Expanded Career Progression System (ECPS) is generally effective, particularly in providing clear career pathways and promoting merit-based advancement. However, strengthening professional development mechanisms, including continuous training, mentoring, and competency-building activities, may further improve the implementation of the system. According to Arreza, R. G. (2024), a balanced approach that integrates advancement opportunities with sustained professional growth will help ensure that school heads are adequately prepared for higher responsibilities and leadership roles.

4.2 The Test of significant Agreement on the Rank Orders of the Extent of the Level of the Implementation of the Expanded Career Progression System (ECPS)

The level of the implementation of the Expanded Career Progression System (ECPS) among the respondents, the researcher utilized Kendall's Coefficient of Concordance (W) and the chi-square test. Based on the statistical results, it can be seen that the Coefficient of Concordance (W) and the Computed χ^2 values yielded the following results: Clear Pathways, 0.64 and 19.20 ($p < 0.005$); Merit-Based Advancement, 0.74 and 25.80 ($p < 0.001$); Enhanced Professional Development, 0.73 and 18.25 ($p < 0.005$); Addresses Promotion Delays, 0.96 and 33.60 ($p < 0.001$); Promotion Reclassification, 0.86 and 25.80 ($p < 0.001$); and Performance Standards, 0.82 and 20.50 ($p < 0.005$). Thus, the alternative hypothesis was accepted.

The alternative hypothesis was accepted for Clear Pathways, Merit-Based Advancement, Enhanced Professional Development, Addresses Promotion Delays, Promotion Reclassification, and Performance Standards because the computed chi-square (χ^2) values for these indicators were statistically significant at their respective levels of significance ($p < 0.05$). This means that the observed agreement among respondents in ranking these dimensions was not due to chance but reflects a consistent perception regarding the implementation of the ECPS. The significant concordance suggests that respondents share similar views on how the system provides career direction, promotes merit-based advancement, supports professional development, addresses promotion concerns, facilitates reclassification, and establishes performance expectations.

Indicators	Clear Pathways	Merit-Based Advancement	Enhanced Professional Development	Addresses Promotion Delays	Promotion Reclassification	Performance Standards
Sum of squares of the difference	584	774	319.5	1008	604	357.5
Number of Cases	7	8	6	8	7	6
Number of Groups	5	5	5	5	5	5
Coefficient of Concordance W	0.64	0.74	0.73	0.96	0.86	0.82
Computed χ^2 Value	25.2	29.90	16.25	33.60	25.80	20.50
Degree of Freedom	6	7	5	7	6	5
Tabular χ^2 value						
0.05	12.59	14.07	11.07	11.07	12.59	11.07
0.025	15.03	16.62	12.83	12.83	15.03	13.39
0.01	16.81	18.48	15.09	15.09	16.81	15.09
0.005	18.55	20.28	16.75	16.75	18.55	16.75
0.001	22.46	24.32	20.52	20.52	22.46	20.52
Decision on Alternative Hypothesis H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.005	0.001	0.005	0.001	0.001	0.005

Among the indicators, Addresses Promotion Delays obtained the highest coefficient of concordance ($W = 0.96$) and computed χ^2 value (33.60), indicating the strongest level of agreement among respondents. This suggests that stakeholders have a highly consistent perception regarding the effectiveness of ECPS in improving the timeliness and efficiency of promotion processes. Meanwhile, Clear Pathways obtained the lowest coefficient of concordance ($W = 0.64$), although it remained statistically significant, indicating that respondents still shared a common perception regarding the clarity and organization of career advancement processes. The findings imply that the implementation of the Expanded Career Progression System (ECPS) is consistently experienced by respondents across all dimensions. The significant agreement among the indicators suggests that ECPS provides a unified framework for career advancement, professional growth, and leadership development. The strong agreement particularly in promotion delays, reclassification, and performance standards indicates that these areas are clearly observed and consistently implemented. However, continuous monitoring and improvement of professional development opportunities and career pathway communication may further strengthen the overall implementation of the system.

4.3 The Extent of the Influence of the Implementation of the Expanded Career Progression System (ECPS) in Improving the Leadership Development of the School Heads

The Expanded Career Progression System (ECPS) serves as a framework that promotes the continuous professional growth, career advancement, and leadership development of public-school teachers and school leaders through structured and competency-based pathways. One of its significant contributions is the enhancement of instructional leadership competence, enabling school heads to strengthen teaching supervision, support teacher development, and improve learning outcomes. It is anchored on Republic Act No. 12288, otherwise known as the Career Progression System for Public School Teachers and School Leaders Act, which institutionalizes a structured career progression framework that recognizes professional growth, competency development, and advancement opportunities for public school teachers and school leaders in support of quality basic education. In this study, the extent of the contribution of the Expanded Career Progression System (ECPS) to the Leadership Development of the School Heads is identified in terms Instructional Leadership Competence, Strategic and Organizational Leadership Skills, Decision-Making and Problem-Solving Abilities, Human Resource and Team Leadership Skills, Ethical Leadership and Professional Values, and Innovation and Change Management Capacity.

4.3.1 The Extent of the Influence of the Implementation of the Expanded Career Progression System (ECPS) in Improving the Leadership Development of the School Heads in terms of Instructional Leadership Competence

The implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads in terms of Planning and Budgeting Processes. Based on the data, all the eight (8) indicators were rated Much Influential. The weighted mean ranged from 3.76 to 4.45. The indicators rated Much Influential (MI) were: the ability to monitor and improve teaching practices in the school (4.45); ECPS helps guide teachers in lesson planning and classroom strategies (4.44); the ability to evaluate student learning outcomes effectively (4.43); the ability to identify areas for instructional improvement (4.16); ECPS supports mentoring of teachers (3.98); confidence in leading professional development for teachers (3.97); the ability to align school programs with curriculum standards (3.78); and ECPS strengthens the ability to implement effective teaching methods (3.76).

The indicator with the highest mean is I can monitor and improve teaching practices in my school (4.45, Much Influential). This indicates that respondents perceive the ECPS as contributing significantly to their ability to provide instructional supervision and enhance teaching practices. This may be attributed to the emphasis of the system on strengthening leadership competencies, particularly in monitoring instruction, providing guidance to teachers, and promoting continuous improvement in classroom practices. As a result, school heads become more capable of performing their instructional leadership roles and supporting teachers in achieving better learning outcomes.

On the other hand, the lowest mean is observed in ECPS strengthens my ability to implement effective teaching methods. Although still interpreted as Much Evident, this suggests that respondents perceive a relatively lower contribution of ECPS in directly enhancing their capacity to apply specific teaching strategies. This may be because school heads primarily perform supervisory and leadership functions rather than directly engaging in classroom instruction. Strengthening training programs focused on curriculum implementation, instructional coaching, and emerging teaching approaches may further enhance this aspect of instructional leadership competence. The findings imply that the ECPS contributes positively to the Instructional Leadership Competence of school heads, particularly in monitoring instruction, guiding teachers, and evaluating learning outcomes. However, further emphasis on instructional coaching, mentoring practices, and curriculum-based leadership development may strengthen school heads' capacity to support effective teaching methods. According to Sancho, D. (2023), continuous professional learning opportunities aligned with instructional leadership competencies can help school heads become more effective facilitators of teaching and learning improvement.

4.3.2 The Extent of the Influence of the Implementation of the Expanded Career Progression System (ECPS) in Improving the Leadership Development of the School Heads in terms of Strategic and Organizational Leadership Skills

The extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads in terms of Strategic and Organizational Leadership Skills. Based on the data, all the ten (10) indicators were rated Much Influential. The weighted mean ranged from 3.57 to 4.49. The indicators rated Much Influential (MI) were: ECPS helps me plan programs that meet school objectives (4.49); I can set clear goals and priorities for the school (4.48); I can organize resources efficiently to achieve school goals (4.48); I can develop strategic plans for short- and long-term improvement (4.22); I can coordinate school activities effectively (4.18); ECPS enhances my ability to manage multiple tasks at once (4.03); I can anticipate challenges and plan solutions proactively (3.90); I can align school operations with education policies (3.80); I can communicate the school vision and objectives clearly (3.70); and ECPS supports me in improving overall school organization (3.57). The indicator with the highest mean is ECPS helps me plan programs that meet school objectives. This indicates that respondents perceive the ECPS as contributing to their ability to design and implement programs aligned with institutional goals and priorities. This may be attributed to the emphasis of the system on strengthening leadership competencies, strategic planning, and effective school management practices. As a result, school heads are better equipped to translate school objectives into relevant programs and initiatives that support continuous improvement.

On the other hand, the lowest mean is observed in ECPS supports me in improving overall school organization. Although still interpreted as Much Evident, this suggests that respondents perceive a relatively lower contribution of ECPS in enhancing broader organizational management practices. This may be because school organization involves multiple factors beyond leadership competencies, including resource availability, stakeholder support, and institutional conditions. Strengthening capacity-building activities focused on organizational development, systems management, and operational efficiency may further enhance this leadership competency. The findings imply that the ECPS contributes positively to the Strategic Leadership and Management Competence of school heads, particularly in goal setting, program planning, and resource organization. As cited by Abdurahman and Omar, (2021), further strengthening areas related to organizational improvement, policy alignment, and communication of school vision may enhance the overall impact of ECPS on school leadership practices. Continuous leadership development programs that focus on strategic management and organizational effectiveness can help school heads become more capable in leading schools toward sustainable improvement.

4.3.3 The Extent of the Influence of the Implementation of the Expanded Career Progression System (ECPS) in Improving the Leadership Development of the School Heads in terms of Decision-Making and Problem-Solving Abilities

The extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads in terms of Decision-Making and Problem-Solving Abilities. Based on the data, all the eight (8) indicators were rated Much Influential. The weighted mean ranged from 3.83 to 4.42. The indicators rated Much Influential (MI) were: ECPS improves my ability to make timely and effective decisions (4.42); I feel confident addressing school problems as they arise (4.42); I can analyze situations and identify possible solutions (4.37); I can resolve conflicts among staff or students effectively (4.36); ECPS helps me weigh the pros and cons before making decisions (4.34); I apply data and evidence in problem-solving (4.23); I involve the right stakeholders when solving school issues (3.99); and ECPS enhances my critical thinking skills (3.83).

The indicators with the highest mean are ECPS improves my ability to make timely and effective decisions and I feel confident addressing school problems as they arise. This indicates that respondents perceive the ECPS as contributing to their confidence and effectiveness in making decisions and managing school-related concerns. This may be attributed to the emphasis of the system on strengthening leadership competencies, accountability, and professional growth, which enable school heads to respond more effectively to emerging challenges. As a result, school heads become more prepared in addressing issues and making informed decisions that support school improvement.

On the other hand, the lowest meaning is observed in ECPS enhances my critical thinking skills. Although still interpreted as Much Evident, this suggests that respondents perceive a relatively lower contribution of ECPS in directly developing critical thinking abilities. This may be because critical thinking is developed through continuous exposure to complex situations, reflective practices, data analysis, and collaborative problem-solving experiences beyond formal career progression mechanisms. Strengthening leadership programs that include case analysis, decision-making simulations, and evidence-based management activities may further enhance this competency.

The findings imply that the ECPS contributes positively to the Decision-Making and Problem-Solving Competence of school heads, particularly in improving confidence, responsiveness, and effectiveness in addressing school concerns. According to Velez, D. E. (2025), greater emphasis on developing analytical thinking, stakeholder collaboration, and evidence-based decision-making may further strengthen this leadership competency. Continuous professional development activities that promote reflective leadership and strategic problem-solving can help school heads become more effective decisionmakers.

4.3.4 The Extent of the Influence of the Implementation of the Expanded Career Progression System (ECPS) in Improving the Leadership Development of the School Heads in terms of Human Resource and Team Leadership Skills

The extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads in terms of Human Resource and Team Leadership Skills. Based on the data, all the nine (9) indicators were rated Much Influential. The weighted mean ranged from 3.74 to 4.44. The indicators rated Much Influential (MI) were: ECPS helps me build effective and motivated teams (4.44); I can delegate tasks efficiently to staff members (4.40); I can recognize and develop teachers' strengths (4.39); I promote collaboration among school staff (4.37); I handle interpersonal conflicts professionally (4.32); I can maintain staff morale during challenging situations (4.09); I can mentor and coach staff for improved performance (3.92); I encourage teamwork in school projects and activities (3.85); and ECPS supports me in staff evaluation and feedback (3.74). The indicator with the highest means is ECPS helps me build effective and motivated teams (4.44, Much Evident). This indicates that respondents perceive the ECPS as contributing to their ability to strengthen teamwork, encourage collaboration, and develop productive working relationships among school personnel. This may be attributed to the leadership competencies emphasized under the system, which promote effective people management, professional support, and the development of a positive school culture. As a result, school heads become more capable of leading teams and maximizing the potential of their staff toward achieving school goals. On the other hand, the lowest means observed in ECPS supports me in staff evaluation and feedback. Although still interpreted as Much Evident, this suggests that respondents perceive a relatively lower contribution of ECPS in enhancing their practices related to staff assessment and feedback processes. This may be due to limited opportunities for structured coaching, performance discussions, or leadership training focused specifically on evaluation and feedback mechanisms. Strengthening mentoring programs and providing additional support on performance management may further enhance this competency.

The findings imply that the ECPS contributes positively to the People Management and Team Leadership Competence of school heads, particularly in building effective teams, promoting collaboration, and recognizing staff strengths. As cited by Alvarez, C. (2022), further enhancement of mentoring, coaching, and feedback practices may strengthen school heads' capacity to support teacher development and improve staff performance. Continuous leadership development programs focusing on human resource management and collaborative leadership can help school heads foster a more engaged and high-performing school workforce.

4.3.5 The Extent of the Influence of the Implementation of the Expanded Career Progression System (ECPS) in Improving the Leadership Development of the School Heads in terms of Ethical Leadership and Professional Values

The extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads in terms of Ethical Leadership and Professional Values. Based on the data, all the ten (10) indicators were rated Much Influential. The weighted mean ranged from 3.91 to 4.42. The indicators rated Much Influential (MI) were: acting with integrity in all school-related decisions (4.42); ECPS reminds me to uphold professional standards (4.40); promoting honesty and transparency among staff (4.40); following ethical guidelines in handling school resources (4.29); serving as a role model for teachers and students (4.24); ECPS encourages fairness in all leadership practices (4.19); maintaining confidentiality when required (4.04); upholding accountability in actions as a school head (4.02); demonstrating professionalism by taking responsibility for decisions and actions (3.96); and making decisions that are just and unbiased (3.91).

The indicator with the highest mean is I act with integrity in all school-related decisions. This indicates that respondents perceive the ECPS as contributing to the strengthening of ethical leadership practices among school heads. This may be attributed to the emphasis of the system on professional standards, accountability, and responsible leadership behaviors. As a result, school heads demonstrate greater awareness of the importance of integrity, transparency, and ethical considerations when making decisions that affect school operations and stakeholders.

On the other hand, the lowest mean is observed in I make decisions that are just and unbiased (3.91, Much Evident). Although still interpreted as Much Evident, this suggests that respondents perceive a relatively lower manifestation of impartial decision-making compared with other ethical leadership practices. This may be due to the complexity of leadership decisions that often require balancing different stakeholder concerns, institutional priorities, and contextual factors. Strengthening leadership training on ethical decision-making, fairness, and conflict management may further enhance this competency.

The findings imply that the ECPS contributes positively to the Ethical Leadership and Professional Values Competence of school heads by promoting integrity, accountability, professionalism, and responsible governance. However, continuous emphasis on fair and unbiased decision-making practices may further strengthen ethical leadership behaviors. As cited by Simbre, et. al. (2023), providing opportunities for reflective leadership activities, case analysis, and values-based decision-making training can help school heads sustain ethical practices in managing schools.

4.3.6 The Extent of the Influence of the Implementation of the Expanded Career Progression System (ECPS) in Improving the Leadership Development of the School Heads in terms of Innovation and Change Management Capacity

The extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads in terms of Innovation and Change Management Capacity. Based on the data, all the ten (10) indicators were rated Much Influential. The weighted mean ranged from 3.61 to 4.42 which mean Much Influential. The indicators rated Much Influential (MI) were: ECPS encourages me to adopt innovative approaches in school management (4.42); I encourage teachers to develop and implement innovative instructional practices (4.40); I can manage changes in school policies effectively (4.35); I promote a culture of continuous improvement and innovation in the school (4.23); I can assess the impact of innovations in the school (4.18); ECPS helps me adapt to educational reforms and initiatives (4.08); ECPS strengthens my ability to implement creative solutions (3.97); I can overcome resistance to change among staff and students (3.89); I can introduce new programs to improve teaching and learning (3.74); and I can motivate staff to embrace change (3.61).

The indicator with the highest mean is ECPS encourages me to adopt innovative approaches in school management. This indicates that respondents perceive the ECPS as contributing to their capacity to embrace innovation and apply improved approaches in managing school operations. This may be attributed to the system's focus on strengthening leadership competencies, professional growth, and continuous improvement among school leaders. As a result, school heads become more open to exploring innovative strategies that enhance school processes and address emerging educational challenges.

On the other hand, the lowest mean is observed in I can motivate staff to embrace change. Although still interpreted as Much Evident, this suggests that respondents perceive motivating personnel to fully accept and participate in change initiatives as a more challenging aspect of innovation management. This may be influenced by differences in staff readiness, existing practices, workload demands, and varying levels of acceptance toward new programs or reforms. Strengthening change leadership strategies, collaborative planning, and staff engagement activities may further enhance school heads' ability to lead organizational transitions effectively. The findings imply that the ECPS contributes positively to the Innovation and Change Management Capacity of school heads, particularly in promoting innovative management practices, encouraging instructional improvements, and supporting continuous school development. As cited by Cabigao, J. (2019), providing leadership development activities focused on innovation management, collaboration, and adaptive leadership can further enhance school heads' effectiveness in managing change.

4.3.7 The Summary of the Extent of the of the Influence of the Implementation of the Expanded Career Progression System (ECPS) in Improving the Leadership Development of the School Heads

The extent of the contribution of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads. Based on the data, all the ten (10) indicators were rated Much Influential. The weighted mean ranged from 4.12 to 4.29. The indicators rated Much Influential (MI) were: Strategic and Organizational Leadership Skills (4.29); Ethical Leadership and Professional Values (4.29); Innovation and Change Management Capacity (4.29); Decision-Making and Problem-Solving Abilities (4.25); Human Resource and Team Leadership Skills (4.17); and Instructional Leadership Competence (4.12).

The indicators with the highest mean are Strategic and Organizational Leadership Skills, Ethical Leadership and Professional Values, and Innovation and Change Management Capacity (4.29, Much Evident). This indicates that respondents perceive the ECPS as highly contributing to the development of school heads' abilities in managing school operations, practicing ethical leadership, and leading innovations and reforms. This may be attributed to the emphasis of the system on strengthening leadership competencies, professional standards, and continuous improvement among school leaders. As a result, school heads are better prepared to manage organizational priorities, uphold professional values, and respond effectively to changing educational demands.

INDICATORS	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Instructional Leadership Competence	4.15	MI	4	4.12	MI	6	4.11	MI	6	4.12	MI	6	4.11	MI	6	4.12	MI	6
2. Strategic and Organizational Leadership Skills	4.11	MI	6	4.28	MI	1.5	4.27	MI	4	4.29	MI	1.5	4.28	MI	3	4.29	MI	1
3. Decision-Making and Problem-Solving Abilities	4.26	MI	2	4.27	MI	3	4.28	MI	3	4.21	MI	4	4.20	MI	4	4.25	MI	4
4. Human Resource and Team Leadership Skills	4.16	MI	5	4.21	MI	4	4.14	MI	5	4.16	MI	5	4.16	MI	5	4.17	MI	5
5. Ethical Leadership and Professional Values	4.18	MI	3	4.18	MI	5	4.29	MI	1.5	4.29	MI	1.5	4.29	MI	2	4.29	MI	1
6. Innovation and Change Management Capacity	4.28	MI	1	4.28	MI	1.5	4.29	MI	1.5	4.29	MI	1.5	4.30	MI	1	4.29	MI	1
Average Wx	4.19	MI		4.22	MI		4.23	MI		4.23	MI		4.22	MI		4.24	MI	

On the other hand, the lowest mean is observed in Instructional Leadership Competence (4.12, Much Evident). Although still interpreted as Much Evident, this suggests that respondents perceive a relatively lower contribution of ECPS in strengthening instructional leadership practices compared with other leadership domains. This may be due to the complex nature of instructional leadership, which requires continuous engagement in curriculum supervision, teacher coaching, classroom observation, and instructional improvement initiatives. Strengthening professional development activities focused on instructional coaching, curriculum leadership, and teaching improvement strategies may further enhance this competency.

The findings imply that the ECPS contributes positively to the overall leadership development of school heads, particularly in strategic management, ethical practice, and innovation leadership. However, greater emphasis on instructional leadership development may further strengthen school heads' ability to directly influence teaching and learning processes. According to Panol, et. al. (2020), providing continuous leadership training, mentoring opportunities, and competency-based development programs can help ensure a balanced growth of all leadership dimensions among school heads.

4.4 The Test of Significant Agreement on the Rank Orders of the Extent of the Influence of the Implementation of the Expanded Career Progression System (ECPS) in Improving the Leadership Development of the School Heads

Indicators	Instructional Leadership Competence	Strategic and Organizational Leadership Skills	Decision-Making and Problem-Solving Abilities	Human Resource and Team Leadership Skills	Ethical Leadership and Professional Values	Innovation and Change Management Capacity
Sum of squares of the difference	982	1997	682	1223.5	1932.5	1970.5
Number of Cases	8	10	8	9	10	10
Number of Groups	5	5	5	5	5	5
Coefficient of Concordance W	0.94	0.97	0.65	0.82	0.94	0.96
Computed χ^2 Value	32.90	43.65	22.75	32.80	42.30	43.20
Degree of Freedom	7	9	7	8	9	9
Tabular χ^2 value						
0.05						
0.025	14.07	16.92	14.07	15.51	16.92	16.92
0.01	16.62	19.68	16.62	18.17	19.68	19.68
0.005	18.48	21.67	18.48	20.09	21.67	21.67
0.001	20.28	23.59	20.28	21.95	23.59	23.59
	24.32	27.88	24.32	26.12	27.88	27.88
Decision on Alternative Hypothesis H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.005	0.001	0.001	0.001

Based on the statistical results, it can be seen that the Coefficient of Concordance (W) and the Computed χ^2 values yielded the following results: Instructional Leadership Competence, 0.94 and 32.90 ($p < 0.001$); Strategic and Organizational Leadership Skills, 0.97 and 43.65 ($p < 0.001$); Decision-Making and Problem-Solving Abilities, 0.65 and 22.75 ($p < 0.005$); Human Resource and Team Leadership Skills, 0.82 and 32.80 ($p < 0.001$); Ethical Leadership and Professional Values, 0.94 and 42.30 ($p < 0.001$); and Innovation and Change Management Capacity, 0.96 and 43.20 ($p < 0.001$). Thus, the alternative hypothesis was accepted.

The alternative hypothesis was accepted for Instructional Leadership Competence, Strategic and Organizational Leadership Skills, Decision-Making and Problem-Solving Abilities, Human Resource and Team Leadership Skills, Ethical Leadership and Professional Values, and Innovation and Change Management Capacity because the computed chi-square (χ^2) values were statistically significant at the 0.05 level of significance. This means that the agreement among respondents in ranking the contribution of ECPS to these leadership dimensions was not due to chance but reflects a consistent perception among the groups. The significant concordance indicates that respondents share similar views regarding the role of ECPS in enhancing school heads' competencies in instructional supervision, strategic management, decision-making, personnel management, ethical leadership, and innovation.

Among the indicators, Strategic and Organizational Leadership Skills obtained the highest coefficient of concordance ($W = 0.97$) with a computed χ^2 value of 43.65, indicating the strongest agreement among respondents. This suggests that stakeholders have a highly consistent perception that ECPS significantly contributes to strengthening school heads' abilities in planning, organizing, and managing school improvement initiatives. This was followed by Innovation and Change Management Capacity ($W = 0.96$, $\chi^2 = 43.20$) and Instructional Leadership Competence and Ethical Leadership and Professional Values (both $W = 0.94$), reflecting strong agreement regarding the contribution of ECPS to these leadership domains. Meanwhile, Decision-Making and Problem-Solving Abilities obtained the lowest coefficient of concordance ($W = 0.65$), although it remained statistically significant, indicating that respondents still demonstrated a consistent perception regarding this aspect.

The findings imply that the contribution of the Expanded Career Progression System (ECPS) to the leadership development of school heads is consistently recognized across all leadership dimensions. The significant agreement among respondents suggests that ECPS provides a structured mechanism for enhancing leadership competencies, professional values, and managerial capabilities of school heads. The strong concordance in strategic leadership, innovation, instructional leadership, and ethical practices highlights the importance of career progression frameworks in developing competent and effective educational leaders. Continuous strengthening of leadership development programs, mentoring opportunities, and competency-based training may further maximize the contribution of ECPS in preparing school heads for higher leadership responsibilities.

4.5 The Problems Encountered by the Respondents in the Implementation of the Expanded Career Progression System (ECPS)

Evaluating the problems encountered by the respondents in the implementation of the Expanded Career Progression System (ECPS) is essential because it provides empirical evidence on the challenges, gaps, and areas requiring improvement to ensure that the program achieves its intended purpose of promoting equitable, transparent, and sustainable career advancement among education personnel. This evaluation is anchored on Republic Act No. 9155 or the Governance of Basic Education Act of 2001, which emphasizes the establishment of policies and mechanisms that support effective school leadership and continuous professional development of education personnel. the implementation of the Expanded Career Progression System (ECPS). Based on the data, all the fourteen (14) indicators were rated Much Serious. The weighted mean ranged from 3.81 to 4.09.

INDICATORS	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Confusion over eligibility requirements for higher positions.	4.10	MS	1	4.05	MS	1	4.12	MS	1	4.08	MS	1	4.09	MS	1	4.09	MS	1
2. Delays in processing promotions or reclassifications.	4.02	MS	3	4.00	MS	4	4.05	MS	3	4.01	MS	2	4.03	MS	2	4.02	MS	3
3. Uncertainty about performance standards and evaluation criteria.	3.98	MS	4	4.01	MS	3	4.03	MS	4	3.95	MS	4	3.99	MS	4	3.99	MS	4
4. Limited access to professional development programs.	3.92	MS	8	3.90	MS	8	3.95	MS	7.5	3.88	MS	8	3.91	MS	7.5	3.91	MS	8
5. Perceived favoritism or bias in promotion decisions.	3.85	MS	12	3.80	MS	12.5	3.88	MS	11.5	3.82	MS	11.5	3.84	MS	11.5	3.84	MS	12
6. Difficulty balancing leadership responsibilities with instructional duties.	3.96	MS	5	3.94	MS	5	3.97	MS	5	3.90	MS	5.5	3.93	MS	5	3.94	MS	5
7. Insufficient support or guidance from higher authorities.	3.88	MS	10	3.86	MS	10	3.90	MS	10	3.84	MS	10	3.87	MS	10	3.87	MS	10
8. Inconsistent application of ECPS guidelines across schools.	3.90	MS	9	3.89	MS	9	3.92	MS	9	3.85	MS	9	3.88	MS	9	3.89	MS	9
9. Limited incentives or recognition for outstanding performance.	3.95	MS	6	3.93	MS	6	3.96	MS	6	3.90	MS	5.5	3.92	MS	6	3.93	MS	6
10. Challenges in tracking and documenting accomplishments for advancement.	4.05	MS	2	4.03	MS	2	4.06	MS	2	4.00	MS	3	4.02	MS	3	4.03	MS	2
11. Technical difficulties in submitting or processing ECPS-related documents.	3.82	MS	14	3.80	MS	14.5	3.85	MS	14	3.78	MS	14	3.81	MS	14	3.81	MS	14
12. Lack of transparency in decision-making processes.	3.94	MS	7	3.92	MS	7	3.95	MS	7.5	3.89	MS	7	3.91	MS	7.5	3.92	MS	7
13. Resistance from staff or peers to changes in leadership roles.	3.87	MS	11	3.85	MS	11	3.88	MS	11.5	3.82	MS	11.5	3.84	MS	11.5	3.85	MS	11
14. Lack of clear information about the steps for career progression.	3.83	MS	13	3.81	MS	12	3.86	MS	13	3.79	MS	13	3.82	MS	13	3.82	MS	13
Average Wx	3.93	MS		3.91	MS		3.96	MS		3.89	MS		3.91	MS		3.92	MS	

The indicators rated Much Serious (MS) were: Confusion over eligibility requirements for higher positions (4.09); challenges in tracking and documenting accomplishments for advancement (4.03); delays in processing promotions or reclassifications (4.02); uncertainty about performance standards and evaluation criteria (3.99); difficulty balancing leadership responsibilities with instructional duties (3.94); limited incentives or recognition for outstanding performance (3.93); lack of transparency in decision-making processes (3.92); limited access to professional development programs (3.91); inconsistent application of ECPS guidelines across schools (3.89); insufficient support or guidance from higher authorities (3.87); resistance from staff or peers to changes in leadership roles (3.85); perceived favoritism or bias in promotion decisions (3.84); lack of clear information about the steps for career progression (3.82); and technical difficulties in submitting or processing ECPS-related documents (3.81).

The indicator with the highest mean is Confusion over eligibility requirements for higher positions (4.09, Much Serious). This indicates that respondents consider the lack of clarity regarding qualification requirements, criteria, and procedures for advancement as the most significant challenge encountered in the implementation of ECPS. This may be attributed to the complexity of career progression policies, varying interpretations of eligibility standards, and the need for more comprehensive orientation regarding promotion and advancement pathways. As a result, school heads may experience uncertainty in preparing the necessary credentials, competencies, and accomplishments needed to qualify for higher positions.

On the other hand, the lowest means is observed in technical difficulties in submitting or processing ECPS-related documents (3.81, Much Serious). Although it obtained the lowest rating among the indicators, it remains classified as Much Serious, suggesting that respondents still experience challenges related to documentation procedures, submission processes, and administrative requirements. This may be associated with adjustments to digital systems, procedural requirements, or the volume of supporting documents needed for career advancement. Strengthening technical assistance, providing user-friendly platforms, and offering continuous guidance on documentation procedures may help minimize these difficulties and improve the efficiency of ECPS implementation.

The findings imply that while the Expanded Career Progression System provides structured opportunities for career advancement among school heads, several implementation challenges must be addressed to maximize its effectiveness. The concerns primarily involve clarity of requirements, documentation processes, promotion procedures, evaluation standards, and institutional support. According to Fulla, et. addressing these issues through regular orientations, clearer dissemination of guidelines, responsive technical assistance, and consistent application of ECPS policies may enhance school heads' understanding, confidence, and participation in the system. A well-supported implementation process is essential in ensuring that ECPS fulfills its goal of establishing a fair, transparent, and sustainable pathway for leadership development and career progression among education personnel.

4.6 The Solutions Offered by the Respondents in the Implementation of the Expanded Career Progression System (ECPS)

INDICATORS	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Provide clear orientation on eligibility requirements for higher positions.	4.10	MN	1	4.05	MN	1	4.12	MN	1	4.08	MN	1	4.09	MN	1	4.09	MN	1
2. Streamline and expedite promotion and reclassification processes.	4.02	MN	3	4.00	MN	4	4.05	MN	3	4.01	MN	2	4.03	MN	2	4.02	MN	3
3. Clarify performance standards and evaluation criteria through regular briefings.	3.98	MN	4	4.01	MN	3	4.03	MN	4	3.95	MN	4	3.99	MN	4	3.99	MN	4
4. Expand access to professional development and training opportunities.	3.92	MN	8	3.90	MN	8	3.95	MN	7.5	3.88	MN	8	3.91	MN	7.5	3.91	MN	8
5. Ensure fair and transparent promotion procedures.	3.85	MN	12	3.80	MN	12.5	3.88	MN	11.5	3.82	MN	11.5	3.84	MN	11.5	3.84	MN	12
6. Strengthen time management support and workload distribution.	3.96	MN	5	3.94	MN	5	3.97	MN	5	3.90	MN	5.5	3.93	MN	5	3.94	MN	5
7. Enhance mentoring and technical assistance from higher authorities.	3.88	MN	10	3.86	MN	10	3.90	MN	10	3.84	MN	10	3.87	MN	10	3.87	MN	10
8. Standardize the implementation of ECPS guidelines across schools.	3.90	MN	9	3.89	MN	9	3.92	MN	9	3.85	MN	9	3.88	MN	9	3.89	MN	9
9. Strengthen recognition and incentive programs for outstanding performance.	3.95	MN	6	3.93	MN	6	3.96	MN	6	3.90	MN	5.5	3.92	MN	6	3.93	MN	6
10. Provide effective systems for tracking and documenting accomplishments.	4.05	MN	2	4.03	MN	2	4.06	MN	2	4.00	MN	3	4.02	MN	3	4.03	MN	2
11. Improve technical support for ECPS document submission and processing.	3.82	MN	14	3.80	MN	13.5	3.85	MN	14	3.78	MN	14	3.81	MN	14	3.81	MN	14
12. Promote transparency in career progression and promotion decisions.	3.94	MN	7	3.92	MN	7	3.95	MN	7.5	3.89	MN	7	3.91	MN	7.5	3.92	MN	7
13. Conduct change management and leadership awareness programs.	3.87	MN	11	3.85	MN	11	3.88	MN	11.5	3.82	MN	11.5	3.84	MN	11.5	3.85	MN	11
14. Disseminate clear career progression guidelines and procedures.	3.83	MN	13	3.81	MN	12	3.86	MN	13	3.79	MN	13	3.82	MN	13	3.82	MN	13
Average Wx	3.93	MN		3.91	MN		3.96	MN		3.89	MN		3.91	MN		3.92	MN	

Evaluating the solutions offered by the respondents in the implementation of the Expanded Career Progression System (ECPS) is essential because it identifies the interventions that are considered most necessary in addressing implementation concerns and strengthening the effectiveness of the program. The findings provide a basis for developing responsive policies and strategies that promote a fair, transparent, and efficient career progression system for education personnel. This evaluation is anchored on Republic Act No. 9155 or the Governance of Basic Education Act of 2001, which underscores the importance of strengthening school leadership and ensuring continuous professional growth through effective governance and support mechanisms. The implementation of the Expanded Career Progression System (ECPS). Based on the data, all the fourteen (14) indicators were rated Much Necessary. The weighted mean ranged from 3.81 to 4.09.

The indicators rated Much Necessary (MN) were: Provide clear orientation on eligibility requirements for higher positions (4.09); Provide effective systems for tracking and documenting accomplishments (4.03); Streamline and expedite promotion and reclassification processes (4.02); Clarify performance standards and evaluation criteria through regular briefings (3.99); Strengthen time management support and workload distribution (3.94); Strengthen recognition and incentive programs for outstanding performance (3.93); Promote transparency in career progression and promotion decisions (3.92); Expand access to professional development and training opportunities (3.91); Standardize the implementation of ECPS guidelines across schools (3.89); Enhance mentoring and technical assistance from higher authorities (3.87); Conduct change management and leadership awareness programs (3.85); Ensure fair and transparent promotion procedures (3.84); Disseminate clear career progression guidelines and procedures (3.82); and Improve technical support for ECPS document submission and processing (3.81).

The indicator with the highest means is Provide clear orientation on eligibility requirements for higher positions (4.09, Much Necessary). This indicates that respondents consider comprehensive orientation on qualification requirements, promotion criteria, and career advancement procedures as the most essential intervention for strengthening the implementation of ECPS. This may be attributed to the need for a clearer understanding of eligibility standards and promotion requirements, enabling school heads to prepare the necessary qualifications, competencies, and documentary requirements for career advancement with greater confidence. On the other hand, the lowest means is observed in Improve technical support for ECPS document submission and processing (3.81, Much Necessary). Although it received the lowest rating among the proposed solutions, it remains classified as Much Necessary, indicating that respondents still recognize the importance of enhancing technical assistance for documentation and submission processes. This may be associated with the need to improve digital platforms, simplify administrative procedures, and provide timely support to school heads in completing ECPS requirements efficiently.

The findings imply that all the proposed interventions are considered necessary to strengthen the implementation of the Expanded Career Progression System. Priority should be given to providing clear orientation on eligibility requirements, improving documentation systems, streamlining promotion processes, and clarifying performance standards. These measures may enhance school heads' understanding of ECPS, promote consistency in policy implementation, and support a more transparent and efficient career progression process. According to Magna, et. al. (2025), the successful implementation of the Expanded Career Progression System depends on clear policy communication, continuous professional support, transparent governance, and responsive administrative mechanisms that enable education personnel to advance through a fair, merit-based, and sustainable career progression system.

4.7 The Test of Significant Agreement on the Rank Orders of the Problems Encountered by the Respondents in the Implementation of the Expanded Career Progression System (ECPS)

Indicators	Problems Encountered	Solutions Offered
Sum of squares of the difference	5619.5	5619.5
Number of Groups	14	14
Number of Cases	5	5
Coefficient of Concordance W	0.99	0.99
Computed χ^2 Value	64.35	64.35
Degree of Freedom	13	13
Tabular χ^2 value		
0.05		
0.025	22.36	22.36
0.01	24.74	24.74
0.005	27.69	27.69
0.001	29.82	29.82
	34.53	34.53
Decision on Alternative Hypothesis H_1	Accepted	Accepted
Significance of Agreement	0.001	0.001

Based on the statistical results, it can be seen that the Coefficient of Concordance (W) and the computed χ^2 value yielded the following: Problems Encountered, 0.99 and 64.35 ($p < 0.001$); and Solutions Offered, 0.99 and 64.35 ($p < 0.001$). Thus, the alternative hypothesis was accepted. The alternative hypothesis was accepted because the computed Kendall's Coefficient of Concordance ($W = 0.99$) and chi-square value ($\chi^2 = 64.35$, $p < 0.001$) indicate a very high and statistically significant level of agreement among the respondents regarding both the problems encountered and the solutions offered in the implementation of the Expanded Career Progression System (ECPS). The coefficient value of 0.99 signifies an almost perfect consensus among the respondents in ranking the identified problems and proposed solutions, while the significant chi-square value confirms that the observed agreement was not due to chance. This means that the respondents consistently recognized the major implementation issues and likewise agreed on the interventions necessary to improve the implementation of ECPS and strengthen the leadership development of school heads.

The findings imply that the identified problems and corresponding solutions are commonly recognized across the different groups of respondents, making them reliable bases for policy formulation and program enhancement. The strong agreement suggests that priority should be given to improving the dissemination of eligibility requirements, streamlining promotion and reclassification procedures, strengthening technical and professional support, ensuring transparency in career progression, and providing continuous orientation on ECPS policies and guidelines. These interventions may contribute to a more effective, equitable, and transparent implementation of the Expanded Career Progression System, thereby fostering the professional growth and leadership development of school heads.

5. Conclusion and Recommendations

This chapter presents the summary, findings, conclusions, and recommendations of this study in determining the influence of the implementation of the Expanded Career Progression System (ECPS) of the school heads on their leadership development and their career advancement in the public elementary schools in the Division of Camarines Sur.

5.1 The conclusions were summarized as follows:

- The extent of the level of the implementation of the Expanded Career Progression System (ECPS) is Much Implemented.
- There is a significant agreement on the rank orders of the level of the implementation of the Expanded Career Progression System (ECPS).
- The extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads is Much Influential.
- There is a significant agreement on the rank orders of the extent of the influence of the implementation of the Expanded Career Progression System (ECPS) in improving the leadership development of the school heads among the different congressional districts.
- The problems encountered by the respondents in the implementation of the Expanded Career Progression System (ECPS) are Much Serious.
- The solutions offered by the respondents in the implementation of the Expanded Career Progression System (ECPS) are Much Necessary.
- There is a highly significant agreement on the rank orders of the problems encountered and the solutions offered in the implementation of the Expanded Career Progression System among the different Congressional Districts.
- An action plan is formulated based from the findings of the study.

5.2 The following were the recommendations:

- The Department of Education, through the Division Office of Camarines Sur, may sustain and strengthen the implementation of the Expanded Career Progression System (ECPS).
- The Public Schools District Supervisors must conduct for school heads regarding ECPS policies, guidelines, eligibility requirements, and career pathways to ensure a common understanding and consistent implementation of the system across all Congressional Districts.

- The Division Office should strengthen leadership development programs aligned with ECPS competency standards by providing continuous training, coaching, mentoring, and professional development opportunities that enhance the leadership capabilities of school heads.
- The School Heads must practice collaborative benchmarking and sharing of best practices from different Congressional Districts may be encouraged to maintain consistency in ECPS implementation and promote a unified understanding of its contribution to leadership development.
- The Human Resource Management Officer (HRMO) must address the identified the problems encountered in ECPS implementation, particularly confusion on eligibility requirements, documentation concerns, and promotion processing delays.
- The Division Office of Camarines Sur should prioritize the implementation of the identified solutions.
- The Public Schools District Supervisors (PSDS) must institutionalize a continuous evaluation and feedback mechanism across the five Congressional Districts.
- The formulated action plan may be adopted, implemented, and periodically reviewed by concerned education stakeholders to strengthen ECPS implementation, enhance leadership development, and support sustainable career advancement opportunities for school heads in the Division of Camarines Sur.

5.3 Recommendations for Future Research

- Future researchers may conduct a similar study involving other educational personnel, such as teachers, master teachers, and education program supervisors, to determine their perceptions and experiences regarding the implementation of the Expanded Career Progression System (ECPS).
- Future studies may explore the relationship between ECPS implementation and specific leadership outcomes of school heads, such as instructional effectiveness, organizational performance, teacher motivation, and school improvement outcomes.
- Researchers may undertake a longitudinal study to examine the long-term effects of ECPS on the career progression, leadership development, and professional sustainability of school heads over an extended period.
- Future investigations may utilize qualitative research approaches, such as interviews, focus group discussions, and case studies, to gain deeper insights into the challenges, experiences, and success stories of school heads in implementing and benefiting from ECPS.
- A comparative study may be conducted involving different schools divisions or regions to identify variations in ECPS implementation, challenges encountered, and best practices that may contribute to improved policy implementation.
- Future researchers may examine the effectiveness of specific ECPS-related interventions, such as mentoring programs, professional development activities, and technical assistance mechanisms, in enhancing leadership competencies and career advancement opportunities among school heads.
- Further studies may investigate other factors that influence the effectiveness of ECPS implementation, such as organizational culture, administrative support, resource availability, policy awareness, and stakeholder involvement.

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