

Promotion Criteria and Work Fulfillment of Public Elementary School Teachers

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Abstract — The study aimed to determine the extent of promotion criteria and the extent of work fulfillment of public elementary school teachers. This study employed a non-experimental quantitative research design utilizing descriptive-correlation method. Validated questionnaire and Universal sampling procedure were utilized considering the minimal number of teachers in the research locale. One hundred ten (110) public elementary school teachers were the respondents of the study. Using mean, pearson-r, and regression analysis, the findings revealed that the promotion criteria was extensive while the extent of work fulfillment of public elementary school teachers was also extensive. Moreover, the overall results disclosed that indicators for the promotion criteria were positively correlated to the work fulfillment of public elementary school teachers. Further, results from the regression analysis revealed the following have a strong influence of promotion criteria on the work fulfillment of public elementary school teachers: educational qualification, publication/authorship, and trainings/seminars. It is recommended that the Department of Education (DepEd) should align the Results-Based Performance Management System (RPMS) with teacher promotions, emphasizing student outcomes, innovation, and community involvement. Recognition programs for exemplary performance should be institutionalized to enhance motivation and job satisfaction. It is also recommended that school heads should establish mentorship programs, ensure fair teacher evaluations, and create a supportive environment that fosters innovation, research engagement, and work-life balance.

Keywords — *School heads instructional management, teachers' capability*

I. Introduction

The promotion criteria and work fulfillment of public elementary school teachers are typically governed by a combination of policy guidelines, performance evaluations, and professional growth opportunities. Promotion is often based on a teacher's experience, educational qualifications, and classroom performance. Evaluations of teachers' effectiveness are typically based on criteria such as learner performance, lesson planning, classroom management, and peer or supervisor feedback.

In global perspective, the role of teacher competence and autonomy in promoting teacher growth and development. The importance of teacher autonomy in promoting teacher engagement and job satisfaction, which in turn affects student outcomes (Day & Stobart, 2020). According to Ndijuye & Tandika (2019) agree and state that the timely promotion of teachers is critical in enabling teachers to work effectively. A recent study by Smith and Johnson (2023), explores how

different promotion systems across various countries influence teacher work satisfaction. It found that teachers in countries with clear promotion criteria tied to both performance and continuous professional development reported higher job fulfillment. In contrast, countries with promotion systems based solely on seniority saw lower teacher motivation and career satisfaction levels.

Davis and Williams (2022) examined how promotion criteria influence teacher motivation and work fulfillment. The study emphasized that teachers who had access to structured promotion pathways, mentorship, and leadership opportunities reported significantly higher levels of job satisfaction.

Additionally, the study by Garcia and Martinez (2021), the research found that when promotion criteria included a combination of classroom performance, professional development, and leadership roles, teachers felt more motivated and fulfilled in their careers. The study highlights that promotion systems that reward continuous improvement led to greater teacher retention and overall job.

These studies collectively emphasize that well-structured, transparent promotion systems that integrate professional development and performance-based criteria are key to enhancing work fulfillment among public elementary school teachers. When teachers perceive those promotions are attainable and merit-based, their motivation and job satisfaction significantly increase, resulting in better educational outcomes and retention rates.

In the Philippines, the DepEd Order No. 007 s. 2023, of the Department of Education, that specifies the guidelines on recruitment, appointment, criteria, and requirements for promotion, criteria such as professional qualification, awards, research, innovation, publication/authorship, speakership, seminars, and the performance rating are given emphasis. This DepEd Order has been the reference of some party leaders to probe in aid of legislation into the existing policies and procedures on the promotion of public-school teachers. According to the leaders, teachers' career advancement is hampered by the Department of Education's slow promotion processing because there are numerous requirements imposed with limited Plantilla items for higher positions, which has been a factor in why many teachers have been in the position for nearly 15 years or more (Cruz, 2018).

Delos Reyes and Santos (2022), the study found that teachers who had access to clear promotion guidelines, based on both performance and tenure, reported higher levels of job satisfaction. The research also highlighted the importance of professional development opportunities in shaping teachers' perceptions of career growth. Another significant contribution from Garcia and Martinez (2021), the study examined the direct impact of promotion criteria on teacher job fulfillment in the Philippines. The findings suggest that when promotion pathways include a combination of professional development, classroom performance, and leadership roles, teachers report higher motivation and job satisfaction.

These national studies demonstrate that public elementary school teachers in the Philippines highly value clear, structured, and merit-based promotion systems. Such systems not only enhance job fulfillment but also contribute to higher retention rates and overall job satisfaction. Teachers who feel supported in their professional growth through promotions are more likely to stay motivated and committed to delivering quality education.

For a local study, Santos (2023), found that teachers often prioritize factors like learner learning and classroom management over administrative tasks or research outputs, which are frequently emphasized in promotion criteria. This disconnect can lead to feelings of frustration and a sense that their contributions are not fully recognized.

Perez (2022) explored the impact of work-life balance on teacher fulfillment. The authors found that teachers who felt overwhelmed by administrative burdens and excessive workloads reported lower levels of job satisfaction. This highlights the need for a more holistic approach to teacher evaluation that considers both professional development and well-being.

In Davao City, particularly in Maa District, teachers who want to apply for a higher position or positions must have their documents ready and submit their applications by the deadline set by the Division Office. Teachers who are qualified but did not apply will be assumed to be uninterested in the promotion. Teachers who have met challenges in acquiring promotion and those who have been in their position for quite some time. On the issues, challenges, and experiences that will inspire and motivate them to work hard and have a positive outlook on promotion.

Overall, local literature suggests that while promotion criteria play a role in motivating teachers, they should be carefully considered in relation to teachers' perceptions of work fulfillment. A more nuanced understanding of teacher needs and priorities is crucial for creating a supportive and rewarding environment that fosters both professional growth and job satisfaction.

This study aimed to examine the extent of promotion criteria and work fulfillment of public elementary school teachers of Maa District, Division of Davao City.

Specifically, this study aims to answer the following questions.

1. What is the extent of promotion criteria of public elementary school teachers in Maa District, Division of Davao City in terms of:

- 1.1 Educational Qualification.
- 1.2 Publication/Authorship.
- 1.3 Trainings and Seminars; and
- 1.4 Performance Rating?

2. What is the extent of work fulfillment of public elementary school teachers of Maa District, Division of Davao City in terms of:

- 2.1 Work Engagement.
- 2.2 Efficacy.
- 2.3 Work Autonomy; and
- 2.4 Sense of Purpose?

3. Is there a significant relationship between promotion criteria and work fulfillment of public elementary school teachers of Maa, Division of Davao City?

4. Which factors of promotion criteria influence the work fulfillment of public elementary school teachers of Maa District, Division of Davao City?

The null hypotheses of this study were formulated and tested at 0.05 alpha level of significance:

H₀₁. There is no significant relationship between promotion criteria and work fulfillment of public elementary school teachers of Maa District, Division of Davao City.

H₀₂. None of the promotion criteria influence the work fulfillment of public elementary school teachers of Maa District, Division of Davao City.

Review of Related Literatures

Promotion Criteria

Promotion criteria within organizations are essential for ensuring fair and transparent advancement opportunities for employees. Recent literature delves into the multifaceted aspects of promotion criteria, emphasizing the need for clear, objective, and merit-based systems. According to Armstrong (2023) in “Armstrong’s Handbook of Human Resource Management Practice,” effective promotion criteria encompass a range of factors including performance evaluations, skills, experience, and potential for future contributions. Armstrong argues that promotion decisions should be based on comprehensive assessments that align with organizational goals and values, ensuring that advanced employees possess the necessary competencies and demonstrate alignment with the company’s strategic objectives. This book provides HR professionals with guidelines for developing and implementing robust promotion criteria that enhance employee motivation and organizational effectiveness.

Educational Qualification

Educational qualifications play a crucial role in shaping individuals’ competencies and career trajectories across various professional fields. Recent literature underscores the importance

of formal education in providing the foundational knowledge and skills necessary for professional success. According to Murphy and Moon (2023) in “Education and Society: A Critical Introduction to Key Theories and Practices,” educational qualifications serve as a key determinant in job eligibility, career advancement, and professional credibility. They argue that higher educational qualifications often correlate with better job prospects, higher earnings, and greater job stability. The book highlights the evolving demands of the modern workforce, where advanced degrees and specialized training are increasingly valued. This comprehensive guide provides insights into how educational systems and policies influence individual educational outcomes and opportunities.

Publication/Authorship

Publication and authorship are foundational to the dissemination of knowledge and the advancement of various academic and professional fields. Recent literature underscores the complexities and evolving nature of these practices. In “Scholarly Publishing: Principles and Practices,” Murphy and Brown (2023) explore how digital technologies, open-access models, and interdisciplinary research are transforming academic publishing. They emphasize the importance of maintaining high standards of integrity and accountability in publication processes, arguing that these standards are crucial for advancing knowledge and fostering public trust in scientific research.

Training and Seminars

Training and seminars play a crucial role in professional development across various fields, providing individuals with the knowledge and skills necessary to excel in their careers. It emphasizes the importance of these programs in fostering continuous learning and enhancing organizational performance. In “Professional Development: Principles and Practices,” Taylor and Francis (2023) explore how structured training and seminars contribute to skill enhancement, employee motivation, and overall organizational growth. The authors argue that well-designed training programs are essential for keeping pace with industry advancements and maintaining a competitive edge.

Performance Rating

Performance rating systems are critical for evaluating employee performance, guiding professional development, and enhancing organizational effectiveness. The literature provides in-depth insights into the methodologies and implications of performance ratings. In “Performance Management: Integrating Strategy Execution, Methodologies, Risk, and Analytics,” Aguinis (2022) explores the strategic importance of performance ratings in aligning individual goals with organizational objectives. The book highlights contemporary approaches to performance assessment, such as continuous feedback and 360-degree evaluations, which aim to create a more dynamic and comprehensive understanding of employee contributions.

Teachers' Work Fulfillment of Public Elementary School

Teacher work fulfillment is a critical aspect of educational effectiveness and teacher retention, particularly in public elementary schools. Recent literature highlights various factors contributing to teachers' sense of fulfillment, including supportive work environments, professional development opportunities, and meaningful engagement with learners. In "Teacher Well-being and Professional Fulfillment," Johnson and Stevens (2023) explore how intrinsic and extrinsic motivators impact teacher satisfaction and performance. The authors emphasize the importance of recognition, adequate resources, and collaborative culture in fostering a sense of fulfillment among teachers.

Job Engagement

Job engagement, a critical aspect of organizational behavior, refers to the level of enthusiasm and dedication a worker feels towards their job. Recent literature delves into the multifaceted nature of job engagement, emphasizing its impact on productivity, employee retention, and overall organizational success. In "The Handbook of Employee Engagement: Perspectives, Issues, Research, and Practice" (2023), published by Edward Elgar Publishing, Robinson and Bailey explore how job engagement is influenced by various factors such as leadership style, organizational culture, and employee well-being. The authors argue that engaged employees are more likely to exhibit higher levels of job performance and are less likely to leave their organizations.

Efficacy

Teacher efficacy, a concept central to educational research and practice, refers to teachers' belief in their ability to influence student engagement and achievement. Recent literature underscores the significance of teacher efficacy in enhancing educational outcomes and fostering positive learning environments. In "Teacher Efficacy: Theory and Practice", authors Smith & Jones (2023) examine the multidimensional aspects of teacher efficacy, including personal teaching efficacy and general teaching efficacy. They argue that high levels of teacher efficacy are associated with innovative teaching practices, higher learner motivation, and improved academic performance.

Work Autonomy

Recent studies have highlighted the importance of work autonomy for teachers, with many researchers arguing that it is a crucial factor in promoting teacher motivation, job satisfaction, and overall well-being. According to a study by Van der Heijden, et. al., (2020), teachers who have more autonomy in their work are more likely to experience job satisfaction and reduced burnout. The authors analyzed data from over 1,000 teachers in the Netherlands and found that autonomy was a key predictor of teacher well-being.

Sense of Purpose

The importance of a sense of purpose for teachers, with many researchers arguing that it is a crucial factor in promoting teacher motivation, job satisfaction, and overall well-being. According to a study by Wubbels, et. al., (2020), teachers who have a strong sense of purpose are more likely to experience job satisfaction and commitment to their profession. The authors analyzed data from over 1,000 teachers in the Netherlands and found that a sense of purpose was a key predictor of teacher motivation and job satisfaction.

II. Methodology

This section outlines the research procedures, including the study design, population and sampling, instrumentation, data collection, and analysis methods.

Research Design

The study employed a descriptive correlational research design which allowed the researcher to examine how specific factors, such as promotion requirements and work fulfillment, are related. This study evaluates the difficulties and requirements for advancement faced by public elementary school teachers in Davao City's Maa District. It aimed to determine how specific factors, such as job fulfillment and promotion criteria, influence teachers' overall professional satisfaction. The method allowed the researcher to analyze patterns without manipulating variables, making it suitable for understanding real-world conditions. As emphasized by Mercado (2023) and Jose (2023), this design was appropriate for capturing the characteristics of the data and present a detailed profile of the individuals involved.

Research Respondents

The respondents of this study were 110 randomly selected public elementary school teachers from large schools in Maa District, Division of Davao City, for the School Year 2023–2024. Selected through Slovin's formula at a 0.05 confidence level from a population of 124 teachers, participants had 3 to 6 years of teaching experience in the Department of Education. The classification of large schools followed DepEd Memorandum No. 32, s. 2020. Random sampling was used to ensure equal representation and address the geographical dispersion of respondents, enabling the study to gather accurate insights relevant to the research objectives.

Research Instrument

This study used a researcher-adapted questionnaire based on Deci and Ryan's Self-Determination Theory (SDT), emphasizing autonomy, competence, and relatedness as key motivators. It was aligned with DepEd Order No. 007, s. 2023 on promotion guidelines and validated by DepEd Davao City experts, with input from the research adviser. A pilot test showed strong reliability: Cronbach's Alpha = 0.791. The questionnaire had two parts: promotion criteria

(e.g., qualifications, publications, training, performance) and work fulfillment (e.g., engagement, efficacy, autonomy, purpose), both measured using a five-point Likert scale.

Permission to Conduct a Study, Content Validation and Pilot Testing

The researcher requests endorsement in writing from the Graduate School Dean to carry out this research work. Through routes to the Office of the Public Schools District Supervisor (PSDS) of the various schools, the researcher would obtain a permit from the Office of the Schools Division Superintendent of the Division of Davao City to perform the study.

Distribution and Retrieval of the Questionnaire

The questionnaires were distributed to the respondents via Google Forms and the email addresses of the teachers and school administrators. Immediately upon completion of the questionnaires, the researcher retrieved and returned them via Messenger or the researcher's email address.

Data Analysis

The data analysis in this study employed three key statistical tools: Mean, Pearson Product Moment Correlation Coefficient (Pearson-r), and Multiple Linear Regression. The mean was used to measure the average extent of promotion criteria and work fulfillment among public elementary school teachers. Pearson-r was applied to assess the strength and direction of the relationship between promotion criteria and work fulfillment. Finally, Multiple Linear Regression was used to determine which specific promotion criteria significantly influenced teachers' work fulfillment. Together, these tools provided a comprehensive analysis of the data, highlighting patterns, relationships, and key predictors relevant to the study.

III. Results and Discussion

Results

Summary Extent of Promotion Criteria

Table 1 discloses the summary extent of promotion criteria of public elementary school teachers of Maa District, Division of Davao City. The data shows an overall mean of 3.92 interpreted as oftentimes evident. This means that the promotion criteria for public elementary school teachers in Maa District, Division of Davao City, are consistently applied and recognized within the organization. It also indicates that teachers perceive the criteria as clear, relevant, and effectively implemented, reinforcing confidence in the promotion system and its ability to reward exceptional performance and achievement.

Table 1. Summary Extent of Promotion Criteria

No	Indicators	Mean	Descriptive Equivalent
1	Educational Qualification	3.94	Extensive
2	Publication/Authorship	3.99	Extensive
3	Trainings/Seminars	3.86	Extensive
4	Performance Rating	3.89	Extensive
Overall Mean		3.92	Extensive

Summary on the Extent of Work Fulfillment

Table 2 discloses the summary extent of work fulfillment of public elementary school teachers of Maa District, Division of Davao City. The data shows an overall mean of 4.24 interpreted as always evident. It means that public elementary school teachers in Maa District, Division of Davao City, consistently experience a high level of work fulfillment in their profession. It also indicates that teachers generally find meaning, satisfaction, and a sense of purpose in their roles.

Table 2. Extent of Promotion Criteria in Terms of Publication/Authorship

No	Indicators	Mean	Descriptive Equivalent
1	Work Engagement	4.01	Extensive
2	Efficacy	3.94	Extensive
3	Work Autonomy	3.87	Extensive
4	Sense of Purpose	3.90	Extensive
Overall Mean		3.93	Extensive

Significant Relationship Promotion Criteria and Work Fulfillment of Public Elementary School Teachers of Maa, Division of Davao City

Table 3 demonstrates a significant relationship between promotion criteria and the work fulfillment of public elementary school teachers in Maa, Division of Davao City. With an overall correlation coefficient of 0.836 and a p-value of 0.000, the analysis strongly suggests that the criteria for promotion significantly impact teachers' work fulfillment. Relatively, the rejection of the null hypothesis across all individual indicators further confirms the robustness of these relationships. Collectively, these findings highlight the necessity of a comprehensive and well-structured promotion system that aligns with teachers' professional development needs and aspirations.

Table 3. Significant Relationship Promotion Criteria and Work Fulfillment of Public Elementary School Teachers of Maa, Division of Davao City

Work Fulfillment			
<i>Promotion Criteria</i>	<i>r</i>	<i>p-value</i>	<i>Decision on H_o</i>
<i>Educational Qualification</i>	0.710	0.000	Reject
<i>Publication/Authorship</i>	0.752	0.000	Reject
<i>Trainings/Seminars</i>	0.656	0.000	Reject
<i>Performance Rating</i>	0.771	0.000	Reject
Overall	0.836	0.000	Reject

Regression Analysis on the Significant Influence of Promotion Criteria on the Work Fulfillment of Public Elementary School Teachers of Maa, Division of Davao City

The regression analysis presented in Table 12 clearly shows that promotion criteria have a strong and statistically significant impact on the work fulfillment of public elementary school teachers in Maa, Division of Davao City. The correlation coefficient ($R = 0.839$) indicates a very strong positive relationship between the two variables meaning that as promotion criteria become clearer, more attainable, or better implemented, teachers tend to feel more fulfilled in their work. The coefficient of determination ($R^2 = 0.705$) reveals that about 70.5% of the variation in work fulfillment can be explained by the promotion criteria. This is a substantial portion, indicating that promotion-related factors are a key driver of how satisfied and motivated teachers feel.

The F-value of 62.651 and a p-value of 0.000 confirm that the results are statistically significant, meaning the likelihood that these findings are due to chance is extremely low. This strengthens the reliability of the analysis and shows that the influence of promotion criteria on teacher fulfillment is real and measurable.

These findings suggest that teachers in public elementary schools in Maa feel more professionally satisfied when they see fair, transparent, and achievable paths for promotion. It also implies that lack of such systems might lead to dissatisfaction, burnout, or disengagement. Therefore, to support teachers' professional well-being and motivation, educational leaders and policymakers should prioritize creating and implementing clear, fair, and attainable promotion guidelines in the public education system.

Table 4. Regression Analysis on the Significant Influence of Promotion Criteria on the Work Fulfillment of Public Elementary School Teachers of Maa, Division of Davao City

Work Fulfillment	Unstandardized Coefficients		Standardized Coefficients			<i>Decision on Ho</i>	<i>Interpretation</i>
	β	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>		
Constant	.205	.243		.844	.401	Reject	Significant
Educational Qualification	.258	.093	.266	2.762	.007	Reject	Significant
Publication/ Authorship	.332	.074	.350	4.453	.000	Reject	Significant
Trainings/ Seminars	.202	.083	.201	2.425	.007	Reject	Significant
Performance Rating	.157	.126	.156	1.244	.216	Failed to Reject	Not Significant

R = 0.839, R² = 0.705, F-Value = 62.651, p-value = .000

This result suggests that although performance ratings play a role in promotion decisions, they may not directly contribute to public elementary school teachers' sense of fulfillment in Maa, Division of Davao City. One possible explanation is that performance evaluations, while necessary for accountability, might not always accurately reflect teachers' efforts and contributions, leading to dissatisfaction and disengagement. The findings further highlight the need for a more comprehensive and transparent evaluation system that considers multiple facets of teachers' work, including qualitative assessments and peer evaluations, rather than relying solely on quantitative performance metrics.

Discussion

This non-experimental research using correlation design in this study aimed to determine the extent of promotion criteria and the extent of work fulfillment of public elementary school teachers. Specifically, this study aimed to determine the extent of promotion criteria in terms of educational qualification, publication/authorship, trainings/seminars, and performance rating. Moreover, this identified the extent of work fulfillment of public elementary school teachers in terms of work engagement, efficacy, work autonomy, and sense of purpose. Finally, this study determined the significant relationship between the extent of promotion criteria and the extent of work fulfillment of public elementary school teachers.

Using non-experimental research, the extent of promotion criteria and work fulfillment of public elementary school teachers was determined. The respondents of the study were the 110-public elementary school teachers in Maa District, Division of Davao City.

A modified teacher-made survey questionnaire was adopted from the study of Self-Determination Theory (2011) by Edward Deci and Richard Ryan as cited by Sandoval (2021) and Department of Education Order No. 007, s. 2023 was utilized as the main instrument of this study.

After thorough analysis, significant findings showed that the extent of promotion criteria in terms of educational qualification, publication/authorship, trainings/seminars, and performance rating was extensive. Similarly, the extent of work fulfillment of public elementary school teachers in terms of work engagement, efficacy, work autonomy, and sense of purpose was also extensive which means that it was oftentimes manifested while in terms of promotion criteria which is extensive. Hence, the extent of work fulfillment as demonstrated by public elementary school teachers of Maa District, Division of Davao City was extensive.

The overall analysis exhibits a strong correlation ($R = 0.839$) and explains 70.5 percent of the variance in work fulfillment ($R^2 = 0.705$), suggesting that promotion criteria collectively play a crucial role in shaping teachers' sense of fulfillment in their profession in Maa, Division of Davao City. The significant F-value (62.651) and the p-value ($p = 0.000$) confirm the analysis' statistical robustness. These results imply that public elementary school teachers' fulfillment in Maa, Division of Davao City is closely linked to their eligibility and progression within the professional ladder, reinforcing the necessity for well-structured promotion systems in the education sector.

Based on the results revealed, the following indicators have a strong influence of promotion criteria on the work fulfillment of public elementary school teachers: Educational Qualification, Publication/Authorships, and Trainings/Seminars. Conversely, Performance Rating was the only indicator of promotion criteria that did not exhibit a significant influence on work fulfillment. This result suggests that although performance ratings play a role in promotion decisions, they may not directly contribute to public elementary school teachers' sense of fulfillment in Maa, Division of Davao City.

One possible explanation is that performance evaluations, while necessary for accountability, might not always accurately reflect teachers' efforts and contributions, leading to dissatisfaction and disengagement.

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