

## Career Progression and Classroom Facility Adeptness of Teachers in Public Elementary Schools

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### ABSTRACT

This study aimed to explore the career progression and classroom facility adeptness of teachers in public elementary schools in the Sta. Maria District, Division of Davao Occidental. In this context, career progression refers to the development of teachers' professional skills, while classroom facility adeptness pertains to how teachers utilize available resources to enhance student learning. A non-experimental quantitative research design was employed, using correlational methods to examine the relationship between career progression and classroom facility adeptness. Additionally, regression analysis was used to determine the significant influence of the domains of career progression on teachers' classroom adeptness. The study involved 135 public elementary school teachers, selected using universal sampling. Data were analyzed using mean scores, Pearson's  $r$ , and regression analysis. The results revealed that career progression was often reflected in teachers' commitment to excellence, honesty and integrity, respect for others, compassion, and social responsibility. Classroom facility adeptness, on the other hand, was sometimes manifested in terms of collaboration, decision-making, resource utilization, and communication. A significant relationship was found between career progression and classroom facility adeptness, with a Pearson  $r$ -value of 0.988 and a  $p$ -value of 0.00, indicating a strong correlation between the two variables. Additionally, the regression analysis revealed that classroom facility adeptness significantly influenced the domains of career progression. The regression results indicated the following relationships between career progression and classroom facility adeptness: commitment to excellence ( $B = -0.075$ ,  $t = -0.503$ ,  $p = 0.000$ ), honesty and integrity ( $B = 0.014$ ,  $t = 0.125$ ,  $p = 0.000$ ), respect for others ( $B = -0.218$ ,  $t = -1.807$ ,  $p = 0.000$ ), compassion ( $B = -0.074$ ,  $t = -0.502$ ,  $p = 0.000$ ), and social responsibility ( $B = 0.015$ ,  $t = 0.126$ ,  $p = 0.000$ ). Based on the findings, it is recommended that public school teachers engage in professional development programs, such as conferences and training sessions offered by the Department of Education (DepEd), to improve their skills and enhance their capacity to better support student learning and academic success.

Keywords: career progression, classroom facility adeptness, elementary education, Philippines

### 1. INTRODUCTION

Career progression and classroom facility adeptness are essential factors that significantly influence the social growth and professional effectiveness of teachers (Kalim, 2024). Career progression refers to the continuous development of skills, knowledge, and experiences that enable educators to advance into roles such as mentors, administrators, or subject specialists (Okolie et al., 2020). Classroom facility adeptness, on the other hand, pertains to a teacher's ability to effectively utilize and adapt to the physical and technological resources

available in the classroom, fostering a dynamic and engaging learning environment (Kattam, 2023).

In several universities across the United States, a strong emphasis on career progression and classroom facility adeptness plays a crucial role in ensuring that educators remain motivated, confident, and well-equipped to adapt to the ever-changing demands of the teaching profession (Norris, 2017). This focus fosters continuous professional growth, enabling teachers to enhance their skills and effectively utilize classroom resources to create engaging and dynamic learning environments. Opportunities for advancement, such as social development programs, advanced certifications, and leadership training, enhance teachers' competencies and elevate the overall quality of education (Bourn et al., 2017). In India, classroom facility adeptness involves leveraging modern tools, such as interactive whiteboards and digital learning platforms, to create inclusive and stimulating learning environments. Teachers proficient in managing classroom resources can cater to diverse student needs while optimizing space for accessibility and engagement (Venugopal & Vinoth, 2024).

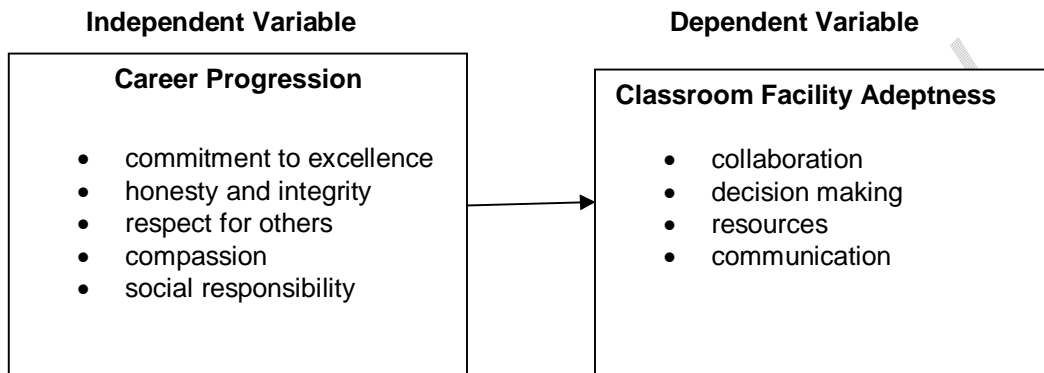
In the Philippines, the interplay between career progression and classroom facility adeptness has a profound impact on teachers' social growth and their ability to foster effective learning environments (Cimene et al., 2023). Career progression in this context emphasizes acquiring additional qualifications, skills, and responsibilities over time. Programs such as professional development workshops, advanced degrees, and mentorship opportunities enable teachers to stay updated on teaching methodologies, educational technologies, and leadership practices (Zepeda, 2019). These advancements benefit not only the educators but also enhance the overall educational quality within schools.

In Davao City, Philippines, classroom facility adeptness is critical in integrating traditional and modern tools to enrich the teaching-learning process. This includes the use of whiteboards, desks, interactive displays, and specialized equipment for Science Technology Engineering and Mathematics or arts education. Teachers adept at facility management can foster collaboration, critical thinking, and active participation among students by creating organized and engaging learning spaces (Jambangan, 2024).

When career progression opportunities and classroom facility adeptness are combined, the quality of education improves significantly. Teachers supported in their career growth and resource management are better equipped to inspire students, adapt to educational innovations, and meet contemporary challenges. Educational leaders play a pivotal role in this process by providing the necessary training, resources, and supportive environments that nurture teachers' professional and social growth (Hughes et al., 2016).

This study aims to determine the level of career progression and classroom facility adeptness among public elementary school teachers in the Sta. Maria District, Division of Davao Occidental. Additionally, the study seeks to examine the significant relationship between career progression and classroom facility adeptness, as well as to assess the influence of the domains of career progression on classroom facility adeptness.

Through this study, educators and policymakers may gain a deeper understanding of how to foster environments that support both teacher advancement and resource utilization. Ultimately, the research may underscore the vital role of career progression and classroom facility adeptness in achieving excellence in teaching and learning.



**Figure 1:** Conceptual Framework of the Study

## 2. METHODOLOGY

### 2.1 Research Design

This study employed the descriptive correlational method to explore the relationship between two variables: career progression and classroom facility adeptness of public elementary school teachers. According to Pregoner (2024), the descriptive correlational method measures the association between variables with varying levels of measurement. In some cases, two variables may be related because a common factor or variable influences them. This relationship suggests that the presence of one variable often indicates the presence of another, and one can potentially be predicted based on the other.

This research method was chosen as it aligns with the objective of this study, which is to measure the degree of relationship between career progression and classroom facility adeptness among public elementary school teachers. By examining the interaction between these variables, the study aims to provide insights into their influence on teaching effectiveness and professional growth (Pregoner & Baguio, 2024).

The chosen methodology is appropriate for the study's focus on evaluating the interplay between career progression and classroom facility adeptness. By adopting a descriptive correlational approach, the study can objectively assess the degree of association between these variables among public elementary school teachers, offering a solid foundation for further analysis and potential policy recommendations.

### 2.2 Research Respondents

The respondents of the study comprised selected teachers from various public elementary schools within the Sta. Maria District, Division of Davao Occidental. Universal sampling was utilized, meaning the entire population relevant to the study was included as respondents. These teachers were evaluated by their colleagues using a survey questionnaire administered specifically for this purpose. To ensure relevance and experience, the study included teachers who had served in public schools for at least three years. Data collection and analysis were conducted during the school year 2021–2022.

### **2.3 Research Instrument**

The research instrument used for data collection was a survey questionnaire developed by the researcher based on concepts from various authors. The questionnaire was contextualized to suit the local setting and refined through feedback from the thesis adviser and three expert validators, who evaluated its content. A pilot test was conducted with 30 teachers from a separate elementary school, yielding a reliability score of 0.728 Cronbach's alpha, indicating acceptable reliability and validity of the instrument.

The survey questionnaire consisted of two distinct parts. Part 1 focused on the career progression of public elementary school teachers, comprising five indicators with a total of 30 items. Part 2 addressed the classroom facility adeptness of public elementary school teachers.

As a self-made instrument, the questionnaire underwent rigorous validation. The first draft was reviewed by three experts in the field of Educational Management to ensure alignment with the study's objectives. Their feedback, along with suggestions from the thesis adviser, guided the revision process. The final version of the questionnaire incorporated all necessary improvements, ensuring its readiness for distribution and administration.

### **2.4 Data Gathering Procedure**

The researcher employed a systematic approach to data gathering, beginning with obtaining permission to conduct the study. A formal letter was sent to the district supervisor and principal of the Department of Education, seeking approval to distribute questionnaires and collect data from teachers in public elementary schools. Once approval was granted, the researcher proceeded to select elementary schools in the Sta. Maria District to administer the questionnaires. These were distributed to school heads along with endorsements and approval documents from the supervisor and division superintendent.

Following the distribution, the researcher retrieved the completed questionnaires once the target respondents had provided their answers. A scoring system, as outlined in the research instrument, was employed to process the data. Microsoft Excel software was utilized to ensure accurate tabulation of the responses. Finally, the collected data were presented in tabular form and subjected to thorough analysis and interpretation to derive the study's findings.

### **2.5 Data Analysis**

The statistical tools employed in this study were designed to compute data and test the hypotheses at a 0.05 level of significance. The mean was utilized to determine the level of career progression and classroom facility adeptness among teachers in public elementary schools within the Sta. Maria District. To examine the relationships between these variables, the Pearson  $r$  correlation coefficient was applied, assessing the significant relationships

between career progression and classroom facility adeptness. Additionally, regression analysis was conducted to measure the extent to which the domains of career progression significantly influence the classroom facility adeptness of teachers in the Sta. Maria District, Division of Davao Occidental.

### 3. RESULTS AND DISCUSSION

#### 3.1 Level of Career Progression among Teachers

Table 1. *Level of Career Progression among Teachers*

No	Indicators	Mean (x)	Descriptive Level
1.	commitment to excellence	3.59	High
2.	honesty and integrity	3.84	High
3.	respect for others	2.98	Moderate
4.	Compassion	3.86	High
5.	social responsibility	4.01	Very High
<b>Overall</b>		<b>3.66</b>	<b>High</b>

Table 1 shows the level of career progression among teachers based on five indicators. The highest mean score was for "social responsibility" with a mean of 4.01, categorized as "very high," indicating that teachers exhibit a strong sense of social responsibility in their roles. This was followed by "compassion," which received a mean score of 3.86, categorized as "high," reflecting that teachers demonstrate a high level of compassion towards others. The third highest score was for "honesty and integrity," with a mean score of 3.84. It was also categorized as "high," reflecting that teachers uphold a strong sense of honesty and integrity in their professional conduct. "Commitment to excellence" followed closely with a mean of 3.59, categorized as "high," showing that teachers consistently strive for excellence in their work. The lowest mean score was for "respect for others," with a mean of 2.98, categorized as "moderate," indicating that this behavior is demonstrated sometimes by teachers. The overall mean score of 3.66, categorized as "high," indicates that career progression behaviors are oftentimes exhibited by the teachers in the different indicators.

This finding aligns with the study of Asrar-ul-Haq et al. (2017), which found that teachers consistently exhibit strong career progression behaviors, particularly in areas such as commitment to excellence and social responsibility. Their study highlighted that teachers with high levels of professional commitment tend to foster positive educational outcomes, both in terms of student achievement and their own personal development. Furthermore, the study emphasized that these behaviors contribute to the cultivation of a supportive school culture, where teachers are motivated to continuously enhance their skills and attitudes toward their students and the community.

Similarly, the finding coincides with the study of Eren and Rakıcioğlu-Söylemez (2017), who observed that teachers demonstrated high levels of career progression behaviors, with particular emphasis on compassion and integrity in their professional conduct. Their research emphasized the role of emotional intelligence and ethical behavior in promoting a positive and conducive learning environment. Teachers who display high levels of career progression tend to create strong interpersonal relationships with students, fostering trust and mutual respect. This not only enhances the learning experience but also serves to strengthen the teacher's professional standing within the educational community.

### 3.2 Level of Classroom Facility Adeptness among Teachers

Table 2. *Level of Classroom Facility Adeptness among Teachers*

No	Indicators	Mean (x)	Descriptive Level
1	collaboration	3.41	High
2	decision-making	2.29	Moderate
3	resources	3.73	High
4	Communication	3.23	Moderate
<b>Overall</b>		<b>3.33</b>	<b>Moderate</b>

Table 2 shows the level of classroom facility adeptness among teachers based on four indicators. The highest mean score was for "resources," with a mean of 3.73, categorized as "high," indicating that teachers demonstrate a strong ability to manage and utilize resources effectively in the classroom. This was followed by "collaboration," which received a mean score of 3.41, categorized as "high," reflecting that teachers collaborate well with others in their teaching practices. The lowest mean scores were for "decision-making" and "communication," with means of 2.29 and 3.23, respectively. "Decision-making" was categorized as "moderate," suggesting that teachers' decision-making is demonstrated sometimes, while "communication" was also categorized as "moderate," indicating that the teachers moderately apply communication practices. The overall mean score of 3.33, categorized as "moderate," indicates that teachers across the different indicators sometimes exhibit classroom facility adeptness.

This finding corroborates with the study of Lawrence and Tar (2018), which highlighted that teachers' ability to utilize classroom resources effectively is often inconsistent and influenced by various factors such as training, support, and available resources. Their study found that while teachers occasionally exhibit facility adeptness, it is not always consistently applied across different teaching environments. They further discussed how the lack of regular professional development opportunities and insufficient access to resources can limit teachers' ability to fully optimize classroom facilities, leading to moderate levels of adeptness.

Moreover, the finding aligns with the study of Lazarides et al. (2020), which suggested that classroom management and facility utilization are sometimes prioritized depending on the teacher's experience level and available support. Their research emphasized that while teachers may show some adeptness in using classroom facilities, these behaviors tend to fluctuate based on external factors such as professional development opportunities and school resources. They argued that newer teachers, or those with fewer resources and support, often struggle to demonstrate high levels of adeptness in utilizing classroom facilities, resulting in a moderate rather than high display of facility skills.

Additionally, the finding resonates with the study of Archambault et al. (2022), who noted that teachers' facility adeptness is shaped by a combination of formal training, ongoing support, and the specific needs of their students. They emphasized that teachers' capability to use classroom facilities effectively is often moderate, especially in contexts where there is a lack of targeted training or where the facilities themselves are outdated or inadequate. This further reinforces the idea that teacher preparation and institutional support play a crucial role in enhancing classroom facility adeptness.

### 3.3 Significance of the Relationship Between Career Progression and Classroom Facility Adeptness

Table 3. *Significance of the Relationship Between Career Progression and Classroom Facility Adeptness*

Variables	r-value	Degree of Correlation	p-value	Decision (Ho)
career progression				
classroom facility adeptness of teachers	0.988	High Correlation	0.00	Rejected

Table 3 shows the significant relationship between career progression and classroom facility adeptness among teachers. The r-value of 0.988 indicates a high correlation between these two variables, suggesting a strong positive relationship. The p-value of 0.00, which is less than the 0.05 significance level, indicates that the relationship is statistically significant. As a result, the null hypothesis (Ho) is rejected, confirming that changes in career progression are significantly related to changes in classroom facility adeptness among teachers. This means that as teachers progress in their careers, there is a notable improvement in their adeptness in utilizing classroom facilities and vice versa. The findings highlight the importance of career progression in enhancing teachers' ability to manage and utilize classroom resources effectively.

This finding is consistent with the study of Lai et al. (2018), which found a strong positive correlation between career progression and classroom facility adeptness. Their research showed that as teachers advance in their careers, their ability to manage and utilize classroom facilities effectively improves. They concluded that career progression plays a crucial role in enhancing teachers' classroom facility adeptness by providing opportunities for skill development and greater familiarity with available resources.

Furthermore, the finding affirms the view of Dacholfany et al. (2024), who highlighted that career progression significantly contributes to the enhancement of classroom facility adeptness. Their study demonstrated that teachers who have progressed in their careers tend to develop better skills in utilizing classroom resources efficiently. Garcia and Reyes emphasized that career progression offers teachers the chance to gain advanced training and experience, directly impacting their classroom facility adeptness and enabling them to create more effective learning environments.

### 3.4 The Domains of Career Progression is Significantly Influence Classroom Facility Adeptness of Teachers in Public Elementary Schools

Table 4. *The Domains of Career Progression is Significantly Influence Classroom Facility Adeptness of Teachers in Public Elementary Schools*

Model	Sum of Squares	Degrees of Freedom	r-Square	p-value	F	Decision
Regression	55.3895	3	1.071	0.00	.671	Rejected
Residual	503.303	128				
Total	535.103	131				

	classroom facility adeptness	B	B	t	Sig.
<b>career progression</b>	commitment to excellence	-.075	-.056	-.503	.000
	honesty and integrity	.014	.013	.125	.000
	respect for others	-.218	-.205	-1.807	.000
	Compassion	-.074	-.057	-.502	.000
	social responsibility	.015	.014	.126	.000
R	1.035				
R <sup>2</sup>	1.071				
F	.671				
p	0.00				

Table 4 shows the significant influence of the domains of career progression on the classroom facility adeptness of teachers in public elementary schools. The regression sum of squares is 55.3895, and the residual sum of squares is 503.303, resulting in a total sum of squares of 535.103. The r-square value of 1.035 indicates a substantial proportion of variance in classroom facility adeptness can be explained by the domains of career progression. The calculated F-value of 0.671 and a p-value of 0.00, which is less than the 0.05 threshold, indicate statistical significance. This means that the domains of career progression significantly influence the classroom facility adeptness of teachers in public elementary schools, as the null hypothesis (H<sub>0</sub>) is rejected. The findings suggest that enhancing teachers' career progression can positively impact their ability to manage and utilize classroom facilities effectively.

This finding validates the view of Professional Development by Darling-Hammond (2000), which suggests that continuous career progression enhances teachers' skills, including their ability to utilize classroom facilities effectively. According to this theory, as teachers advance in their careers, they acquire the necessary knowledge and experience to improve classroom management and resource utilization, ultimately benefiting their teaching practices.

Moreover, the finding corresponds to the theory of Resource Dependency by Pfeffer and Salancik (2015), which posits that access to better resources, including training and

development opportunities, directly influences a teacher's capability in managing classroom facilities. As teachers progress in their careers, they gain greater access to resources that aid in their facility adeptness, supporting the positive relationship found in the study. The availability of these resources enhances teachers' ability to effectively use classroom tools and materials, improving their overall teaching effectiveness.

Additionally, the finding reinforces the theory of Social Learning by Bandura (1977), which emphasizes that career progression allows teachers to learn from their peers, mentors, and experiences in a collaborative environment. Through this process, teachers develop better strategies and skills in using classroom facilities, which enhances their overall effectiveness in the classroom. Social learning fosters an environment where teachers can share best practices and learn new methods for optimizing classroom resources, which ultimately contributes to their facility adeptness.

#### **4. Conclusions**

Based on the findings of the study, the following conclusions are drawn: The career progression of public elementary school teachers, in terms of commitment to excellence, honesty and integrity, respect for others, compassion, and social responsibility, is often manifested by the teachers. Similarly, the classroom facility adeptness of these teachers, in terms of collaboration, decision-making, resources, and communication, is occasionally demonstrated. Additionally, the study established that there is a significant relationship between career progression and classroom facility adeptness among public elementary school teachers. Furthermore, the study concluded that the various domains of career progression significantly influence the classroom facility adeptness of teachers in the Sta. Maria District, Division of Davao Occidental.

#### **5. Recommendations**

Based on the findings and conclusions of the study, the following recommendations are proposed for consideration: School heads are encouraged to focus on improving the career progression of public elementary school teachers by addressing key areas such as providing constructive feedback on strengths and areas for growth and encouraging teachers to live near the school to foster better alignment with co-teachers and students. To enrich classroom facility adeptness, it is recommended that teachers avoid behaviors that undermine students, such as insulting or mocking them, and instead create a more equitable and supportive environment that emphasizes fairness and interdependence. Additionally, school heads should work to enhance both career progression and classroom facility adeptness by promoting fairness in social interactions, addressing conflicts of interest transparently, and supporting teachers in developing action research skills. Lastly, it is recommended that school heads assist teachers in navigating decision-making challenges, while also improving their communication practices and providing more flexibility in communication methods. This will contribute to both the personal and professional growth of the teachers and the enhancement of the overall school environment.

#### **Ethical Approval:**

A formal letter was sent to the district supervisor and principal of the Department of Education, seeking approval to distribute questionnaires and collect data from teachers in public elementary schools. Once approval was granted, the researcher proceeded to select elementary schools in the Sta. Maria District to administer the questionnaires. These were

distributed to school heads along with endorsements and approval documents from the supervisor and division superintendent.

## CONSENT

This quantitative study followed strict ethical standards to safeguard the privacy and confidentiality of all participants. Prior to data collection, written informed consent was obtained from all participants, who were fully informed about the study's goals and the steps taken to protect their privacy. To ensure anonymity, no personally identifiable information was collected, and each participant was assigned a unique code for data analysis purposes. All data were securely stored on encrypted servers, accessible only to the research team. The results were presented in aggregate form, ensuring that individual responses could not be traced back to any participant. Additionally, statistical analyses were conducted in a way that further protected the anonymity of the respondents, ensuring their privacy was maintained throughout the entire research process.

### Disclaimer (Artificial intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spell-checking, as well as suggestions for improving sentence structure and overall clarity.

2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence

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