

Teachers' Perception Towards Reclassification and Their Career Motivation

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ABSTRACT

This study investigated the relationship between teachers' perceptions of the reclassification process and their subsequent motivation levels within District 2, Malaybalay City. Specifically, it examined perceptions of career growth, fairness, transparency, and support, as well as post-reclassification motivation regarding job satisfaction, commitment, and recognition. Utilizing a descriptive-correlational design, data from elementary school teachers were analyzed using weighted means, standard deviations, and Pearson r (Product-Moment Correlation Coefficient).

Findings revealed that teachers hold an "Exemplary" perception of the reclassification process across all dimensions. Furthermore, their motivation levels after reclassification were classified at a "Distinguished" level, particularly regarding salary increases and professional pride. Statistical analysis confirmed a significant relationship between these variables, indicating that the perceived integrity and clarity of the promotion system directly shape a teacher's motivation.

The study concludes that a well-structured reclassification pathway serves as a vital catalyst for professional excellence and long-term dedication. To sustain this momentum, it is recommended that teachers proactively document milestones and mentor peers. At the same time, school heads should integrate reclassified educators into leadership roles to capitalize on their renewed commitment. Finally, the Department of Education should institutionalize regular policy reviews to ensure the process remains transparent and merit-based. Such strategic improvements to the reclassification framework are essential to sustaining a high-performing, motivated teaching force.

Keywords: Teacher Reclassification, Career Growth, Teacher Motivation, Work Satisfaction, Professional Development,

INTRODUCTION

In the dynamic field of education, teacher career progression and motivation are crucial factors influencing not only individual professional growth but also the overall quality of teaching and learning. In the Philippine basic education system, reclassification has emerged as a significant administrative process aimed at recognizing teachers' competencies, experience, and achievements by adjusting their salary grades and job standing. This process is intended to incentivize teachers, boost morale, and support their career development. Despite its intended benefits, the actual impact of reclassification on teachers' career growth and motivation remains underexplored, particularly in public elementary schools.

Many teachers perceive reclassification as a pathway to professional advancement and financial improvement. However, reports suggest varied experiences with the process—ranging from increased motivation and job satisfaction to frustration and feelings of unfair treatment. Issues such as delayed promotions, unclear criteria, and bureaucratic challenges may hinder the positive effects that reclassification aims to achieve. Such challenges can affect teachers' attitudes toward their careers and influence their commitment to continuous professional growth and excellence in teaching.

Existing policies, including the Philippine Professional Standards for Teachers (PPST), emphasize the importance of continuous development and motivation in fostering teacher quality. Nevertheless, discrepancies between policy intentions and teachers' realities highlight the need to investigate how reclassification acts as a

motivator and its influence on teachers’ career trajectories. Understanding this impact is essential to ensuring that reclassification processes effectively contribute to teachers’ professional encouragement and sustained performance.

Studies such as that of Ramirez (2023) argue that recognition and career advancement opportunities significantly affect teacher motivation and job performance. Meanwhile, Mendoza (2022) found that transparent and timely reclassification processes enhance teacher satisfaction and inspire long-term commitment to the profession. Conversely, Delos Santos (2021) identified that unclear procedures and inconsistent implementation create stress and demotivation among educators, undermining career growth aspirations.

This study seeks to examine the impact of reclassification on teachers’ career growth and motivation among public elementary school teachers in Malaybalay City Division, District 2, for the school year 2025-2026. By exploring teachers’ perspectives and experiences, this research aims to provide insights into how reclassification processes influence their professional development and drive to excel in their teaching roles. The findings will help inform policy enhancements and implementation strategies to support teacher empowerment and career advancement better.

This study is anchored in Victor Vroom's Expectancy Theory (1964), which posits that motivation is influenced by three key components: expectancy (effort leads to performance), instrumentality (performance leads to rewards), and valence (the value of rewards). In the context of this study, teachers are more motivated when they perceive that their efforts in meeting reclassification requirements will lead to promotion and meaningful rewards.

The conceptual framework assumes that teachers’ perceptions of reclassification—specifically, career growth, fairness, transparency, support, and the frequency of opportunities—serve as independent variables influencing the dependent variable: teacher motivation (job satisfaction, commitment, promotion, salary increase, and recognition).

The hypothesized model is expressed as:

Motivation = $\beta_0 + \beta_1(\text{Career Growth}) + \beta_2(\text{Fairness}) + \beta_3(\text{Transparency}) + \beta_4(\text{Support}) + \beta_5(\text{Frequency}) + \epsilon$ This model assumes that positive perceptions of reclassification significantly predict higher levels of teacher motivation. The framework illustrates a direct relationship between perceived system quality and motivational outcomes, consistent with Expectancy Theory, where teachers’ beliefs about outcomes influence their level of effort and engagement.

Figure 1 presents the schematic diagram of the study.

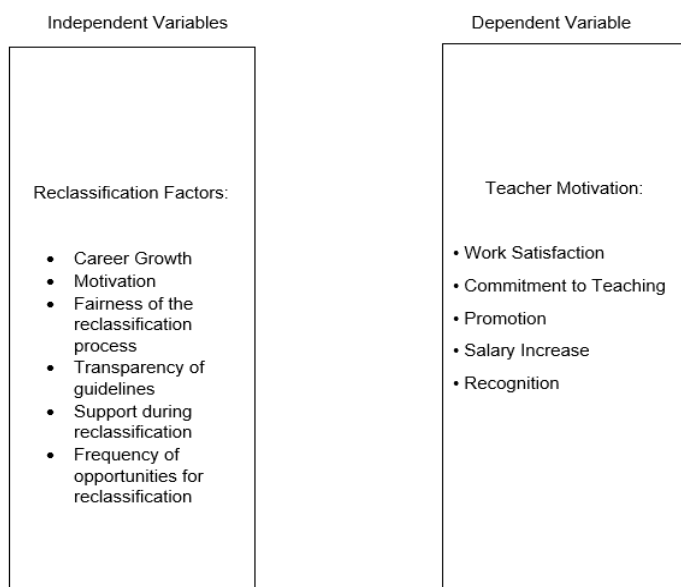


Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study

This study aimed to determine teachers' perceptions of reclassification and its effects on teacher motivation in Malaybalay City Division, District 2, for the School Year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the perception of teachers towards reclassification in terms of career growth, motivation, fairness of the reclassification process, transparency of guidelines, support during reclassification, support during reclassification, and frequency of reclassification opportunities?
2. What is the level of motivation of teachers after reclassification in terms of job satisfaction, commitment to teaching, promotion, salary increase, and recognition?
3. Is there a significant relationship between the perception of teachers towards reclassification and their motivation after reclassification?

Hypothesis of the Study

The hypothesis was tested at a 0.05 level of significance.

H₀: There is no significant relationship between the perception of teachers towards reclassification and their motivation after reclassification.

Delimitation of the Study

This research was delimited to examine teachers' perceptions of reclassification and its effects on teacher motivation in Malaybalay City Division, District 2, for the school year 2025-2026.

The respondents in this study were limited to teachers working in District 2. They did not include teachers in other districts in Malaybalay City or at other educational levels, such as secondary schools. This geographic and level-specific scope allows for focused analysis but restricts generalization to other contexts.

The independent variables were limited to teachers' perceptions of reclassification in terms of career growth, motivation, fairness of the reclassification process, transparency of guidelines, support during reclassification, and the frequency of opportunities for reclassification.

The dependent variable was limited to teachers' motivation after reclassification based on job satisfaction, work satisfaction, commitment to work, promotions, salary increases, and recognition.

The data were analyzed using descriptive statistics, including weighted mean, standard deviation, and Pearson's r (Product-Moment Correlation Coefficient).

METHODS

This chapter presents the research methodology employed in the study. It includes the research design, research locale, study respondents, sampling procedure, research instrument, data-gathering procedure, scoring procedure, statistical treatment of data, and ethical considerations.

Research Design

This study employed a descriptive–correlational research design to examine teachers' perceptions of reclassification and its relationship to their motivation. The design was appropriate because it allowed the researcher to describe existing conditions and determine associations between variables without manipulating them.

Data were collected using a researcher-developed questionnaire that measured teachers' perceptions of reclassification and their post-reclassification motivation in the Malaybalay City Division, District II, during the School Year 2025–2026.

Research Locale

The study was conducted in District II of the Malaybalay City Division, Bukidnon, during the School Year 2025–2026. The district comprises ten public schools: Sumpung Central School, Candiisan Integrated School, Can-Ayan Integrated School, Baganao Elementary School, Manalog Integrated School, Incalbog Elementary School, Tintinaan Elementary School, Kilap-agan Integrated School, Tag-ilanao Elementary School, and Kibalabag Integrated School.

Malaybalay City, the capital of Bukidnon in Region X (Northern Mindanao), represents a mix of urban and rural educational contexts. Schools in the district serve diverse learner populations and are situated in communities with varying socio-economic conditions, including agricultural and indigenous settings.

The inclusion of all schools in District II ensured comprehensive coverage of teachers' experiences, particularly those who have undergone or are undergoing reclassification. This setting provides a relevant context for examining how administrative processes influence teachers' career growth and motivation.

Participants of the Study

The respondents of the study were 108 elementary and secondary school teachers in District II, Division of Malaybalay City, during the School Year 2025–2026.

A total enumeration sampling technique was employed, wherein all teachers who met the inclusion criteria were included in the study. This approach ensured that the entire population of interest was represented, thereby increasing the reliability and generalizability of the findings within the district.

Sampling Procedure

Total enumeration sampling was employed, wherein all 108 teachers in District II were included in the study. This method was selected due to the manageable population size and the need to capture a comprehensive representation of teacher perceptions.

This approach minimizes sampling bias and enhances internal validity. Since all eligible respondents were included, the findings are considered highly representative of the district's target population.

Research Instrument

The study used a researcher-developed survey questionnaire consisting of two parts:

- Part I: Measured teachers' perceptions of reclassification, including career growth, fairness, transparency, institutional support, and frequency of reclassification opportunities.
- Part II: Assessed teachers' motivation, including work satisfaction, commitment, promotion, salary increase, and recognition.

The instrument utilized a five-point Likert scale to capture respondents' perceptions.

Prior to data collection, the instrument underwent pilot testing among 30 teachers who were not part of the study. The reliability analysis yielded a Cronbach's alpha coefficient of 0.839, indicating good internal consistency.

Validity and Reliability

Content validity was established through expert evaluation involving specialists in educational management and research. They assessed the instrument based on clarity, relevance, and alignment with the study objectives. Revisions were made based on their feedback.

To further strengthen validity, construct validity was examined through factor grouping, ensuring that items aligned with their intended variables (career growth, fairness, transparency, support, and frequency). Although exploratory factor analysis (EFA) was not conducted due to sample limitations, the logical clustering of items supported the instrument's internal structure.

Reliability testing using Cronbach’s alpha yielded a coefficient of 0.839, indicating good internal consistency for the instrument.

Scoring Procedure

Responses were interpreted using a five-point Likert scale.

A. Perception toward Reclassification

Scale	Range	Descriptive Rating	Interpretation
5	4.20–5.00	Strongly Agree	Exemplary
4	3.40–4.19	Agree	Proficient
3	2.60–3.39	Neither	Developing
2	1.80–2.59	Disagree	Needs Improvement
1	1.00–1.79	Strongly Disagree	Ineffective

B. Teacher Motivation

Scale	Range	Descriptive Rating	Interpretation
5	4.20–5.00	Strongly Agree	Distinguished
4	3.40–4.19	Agree	Proficient
3	2.60–3.39	Neither	Progressing
2	1.80–2.59	Disagree	Beginning
1	1.00–1.79	Strongly Disagree	Emerging

Data Gathering Procedure

The researcher followed a systematic procedure in conducting the study. Approval was first secured from the Dean of the Graduate School and subsequently from the Schools Division Superintendent of Malaybalay City. Permission was then obtained from the Public Schools District Supervisor and the respective school heads.

Upon approval, the researcher distributed the questionnaires to the respondents with the assistance of school personnel. Instructions were clearly explained to ensure accurate responses. Completed questionnaires were collected, checked for completeness, and prepared for analysis.

Statistical Treatment of Data

The following statistical tools were used:

- Mean and Standard Deviation – to determine teachers’ perceptions of reclassification and their level of motivation
- Pearson Product–Moment Correlation Coefficient (r) – to determine the significant relationship between teachers’ perceptions of reclassification and their motivation

Ethical Considerations

Ethical standards were strictly observed throughout the study. Participation was voluntary, and informed consent was obtained from all respondents. The purpose of the study and procedures were clearly explained prior to data collection.

Confidentiality and anonymity were ensured by removing all identifying information. Data were securely stored and accessed only by the researcher. Participants were informed of their right to withdraw at any time without penalty.

All data were used solely for research purposes, ensuring the protection of participants’ rights and privacy.

RESULTS AND DISCUSSION

This chapter presents the study's findings, along with their analysis and interpretation in relation to the research problems. The discussion integrates relevant theories and related literature to provide a deeper understanding of the results.

This study aimed to determine teachers' perceptions of reclassification and its effects on their motivation in Malaybalay City Division, District II, for the School Year 2025–2026.

Perception of Teachers toward Reclassification

Table 1. Overall Perception of Teachers toward Reclassification

Variable	Mean	SD	Interpretation
Career Growth	4.27	0.279	Exemplary
Motivation	4.40	0.222	Exemplary
Fairness of Process	4.20	0.319	Exemplary
Transparency of Guidelines	4.19	0.328	Proficient
Support during Reclassification	4.24	0.320	Exemplary
Frequency of Opportunities	4.35	0.374	Exemplary
Overall Mean	4.28	0.307	Exemplary

Table 1 presents teachers' overall perception of reclassification. The results reveal an overall mean of 4.28 (SD = 0.307), interpreted as Exemplary, indicating that teachers generally hold a highly positive perception of the reclassification system. Among the dimensions, motivation (M = 4.40) and frequency of opportunities (M = 4.35) had the highest mean scores, while transparency of guidelines (M = 4.19) had the lowest, though still within a favorable range.

The findings indicate that teachers hold an overall Exemplary perception of the reclassification process (M = 4.28). This suggests that teachers generally view the system as supportive of their professional growth. The high ratings in career growth and motivation confirm that reclassification is perceived as a meaningful pathway toward advancement.

These results support the findings of Ramirez (2023), who emphasized that career advancement opportunities significantly enhance teacher motivation. Similarly, Mendoza (2022) found that transparent and efficient systems contribute to higher job satisfaction.

However, transparency obtained the lowest mean (M = 4.19), indicating a relative weakness in communication processes. This aligns with Delos Santos (2021), who reported that unclear procedures can lead to uncertainty and reduced trust in promotion systems.

From the perspective of Expectancy Theory, this suggests that while teachers believe in the outcomes of reclassification, inconsistent communication may weaken perceptions of expectancy and instrumentality, potentially affecting motivation over time.

Level of Motivation of Teachers after Reclassification

Table 2. Overall Level of Motivation of Teachers after Reclassification

Variable	Mean	SD	Interpretation
Job Satisfaction	4.52	0.327	Distinguished
Commitment to Teaching	4.48	0.307	Distinguished
Promotion	4.83	0.214	Distinguished
Salary Increase	4.89	0.138	Distinguished
Recognition	4.80	0.198	Distinguished
Overall Mean	4.70	0.237	Distinguished

Table 2 shows the overall level of motivation of teachers after reclassification, yielding an overall mean of 4.70 (SD = 0.237), interpreted as Distinguished. This indicates that teachers demonstrate a very high level of motivation following reclassification. Among the variables, salary increase (M = 4.89) and promotion (M = 4.83) had the highest mean scores, while commitment to teaching (M = 4.48) had the lowest, though still very high.

The results reveal a Distinguished level of motivation (M = 4.70), indicating that reclassification significantly enhances both intrinsic and extrinsic motivation. Salary increases and promotion emerged as the strongest motivators, highlighting the importance of tangible rewards.

This finding supports Frederick Herzberg’s Two-Factor Theory, in which salary and promotion serve as hygiene factors that prevent dissatisfaction, while recognition and achievement serve as motivators.

The results also align with Edward Deci and Richard Ryan’s Self-Determination Theory (2000), which suggests that both external rewards and internal psychological fulfillment influence motivation.

However, the slightly lower commitment score suggests that motivation depends not solely on rewards but also on contextual factors such as workload and institutional support. This is consistent with Toropova et al. (2021), who emphasized that working conditions significantly influence teacher commitment.

Relationship between Perception of Teachers toward Reclassification and Their Motivation after Reclassification

Table 3. Test of Significant Relationship between Perception of Teachers toward Reclassification and Their Motivation after Reclassification

Variable	r	p-value	Interpretation
Career Growth	.497	.000	Significant
Motivation	.165	.088	Not Significant
Fairness of Process	.390	.000	Significant
Transparency of Guidelines	.294	.000	Significant
Support during Reclassification	.116	.234	Not Significant
Frequency of Opportunities	.328	.001	Significant
Overall	.508	.000	Significant

Table 3 presents the test of the significant relationship between teachers' perceptions of reclassification and their motivation after reclassification. The correlation analysis revealed a significant moderate positive relationship (r = 0.508), indicating that teachers’ perceptions of reclassification significantly influence their motivation. Career growth showed the strongest relationship (r = .497), confirming that opportunities for advancement are the most influential factor. This finding aligns with Borman and Dowling (2020), who highlighted that career progression plays a critical role in teacher retention and motivation.

Fairness and transparency were also significant predictors, supporting Mendoza (2022), who emphasized that procedural justice strengthens teacher trust and motivation.

Interestingly, support during reclassification was not significant, suggesting that teachers prioritize outcomes over process. This finding partially contrasts with Simbayan (2025), who emphasized the role of support systems, indicating that in this context, structural rewards outweigh procedural assistance.

From the lens of Expectancy Theory, this implies that instrumentality (reward outcome) has a stronger influence than process support, reinforcing the importance of clear and fair promotion systems.

CONCLUSION

This study drew the following conclusions based on the aforementioned findings.

The exemplary perception across all dimensions demonstrates that the reclassification process serves as a powerful catalyst for professional excellence. Through the assurance of fairness, clear communication, and frequent opportunities, the system cultivates deep trust and high morale among educators. This underscores that a well-structured promotion pathway remains essential for sustaining a motivated, dedicated, and high-performing teaching force within the department.

Achieving a distinguished level of motivation demonstrates that reclassification successfully transforms teacher morale through meaningful rewards. By providing higher pay, official recognition, and clear career paths, the system creates great professional pride and lasting dedication. This illustrates that recognizing an educator's growth serves as a highly effective strategy for ensuring long-term satisfaction and commitment to the service.

The significant relationship demonstrates that a teacher's motivation is directly shaped by their perception of the promotion system. When the process is viewed as fair and transparent, commitment and job satisfaction increase significantly. This highlights that enhancing the quality of the reclassification process serves as a vital strategy for boosting the overall drive and performance of the teaching force.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are hereby offered:

Since the current system effectively drives excellence, teachers are encouraged to actively document their professional milestones and mentor peers through the process. Maintaining this momentum requires consistent engagement with updated guidelines. Leveraging these frequent opportunities for advancement will not only support personal career growth but also sustain the department's high morale and performance standards.

To sustain the distinguished motivation among teachers, school heads are encouraged to implement local recognition programs that highlight the success of reclassified teachers. By integrating their expertise into leadership roles or peer mentoring, administrators can capitalize on this renewed commitment. Continually communicating the direct links between professional growth and tangible rewards will ensure long-term dedication and high performance within the academic institution.

To maximize educator performance, the Department of Education may institutionalize regular policy reviews to ensure the reclassification process remains transparent and merit-based. By prioritizing clear communication and equitable standards, the Department can strengthen teachers' positive perceptions of the Department. This strategic focus will directly enhance motivation, fostering a more committed, high-performing teaching force dedicated to long-term service.

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