

BEYOND THE TITLE: HOW TEACHER PROMOTIONS INFLUENCE WORK PERFORMANCE AND ETHICAL PRACTICE IN SCHOOLS

by:

Jeffrey D. Vicencio

Master Teacher II, E.C. Bernabe National High School

Teacher promotion is a critical component of educational systems worldwide, serving as both recognition of merit and a tool for motivating performance. Promotions often come with increased responsibilities, financial incentives, and new leadership roles. While the primary goal of teacher promotion is to recognize excellence and experience, its impact on work performance and ethical standards is profound and multifaceted. Understanding this dynamic can help school leaders design better professional development and appraisal systems.

One of the most immediate effects of promotion is the enhancement of teacher motivation and job satisfaction. According to a study by Salleh and Nordin (2021), teachers who receive promotions exhibit higher levels of engagement, enthusiasm, and initiative in the classroom. The acknowledgment of their efforts and competencies serves as positive reinforcement, encouraging them to maintain or even exceed previous performance levels. When educators feel valued, they tend to invest more in lesson planning, student engagement, and professional development.

Promotion also elevates teachers into leadership roles, which can broaden their influence and accountability. These newly promoted educators often become mentors or coordinators, responsible for guiding peers and implementing school-wide policies. A study by Osei-Kofi et al. (2022) in Ghana found that promoted teachers improved instructional quality not only in their own classes but also across departments due to their enhanced mentoring and supervision roles. This leadership involvement promotes collaboration and instructional coherence, leading to better student outcomes.

However, promotion can also introduce new challenges that test a teacher's ethical commitment. With increased responsibilities, teachers must navigate complex interpersonal dynamics, balance administrative duties, and manage potential conflicts of interest. Professional ethics, including fairness, transparency, and integrity, become more critical as the promoted teacher becomes a role model. According to Ramli and Rahman (2023), teachers who undergo ethics training alongside their promotion are more likely to uphold high ethical standards, particularly in areas like student evaluation and collegial relationships.

There are concerns, however, that promotion systems based purely on tenure or bureaucratic metrics may demotivate high-performing teachers who are overlooked. If the promotion process is perceived as biased or opaque, it can lead to dissatisfaction, reduced trust in leadership, and even ethical lapses among those who feel marginalized (Maravilla et al., 2020). Ensuring fairness and transparency in the promotion process is thus essential to reinforcing ethical behavior and performance post-promotion.

Furthermore, a teacher's response to a promotion is greatly influenced by the organizational culture of the school. In schools where professional growth and ethical excellence are celebrated, promoted teachers are more likely to align their actions with institutional values. Conversely, in toxic environments, promotion may foster competition and compliance rather than authentic leadership. A supportive environment with clear expectations and regular feedback, as emphasized by Tan and Lim (2021), can mitigate these risks and ensure that promotions lead to genuine improvements in educational quality.

Importantly, promotion provides an opportunity for self-reflection and career renewal. Many teachers view it as a milestone that validates their dedication to the profession, encouraging them to reevaluate their goals and recommit to their ethical obligations. With proper support

structures such as coaching and leadership training, promoted teachers can transition into their new roles with a heightened sense of purpose and responsibility.

In conclusion, teacher promotion, when executed thoughtfully, has the potential to significantly enhance work performance and reinforce ethical practices in schools. It serves not only as a reward for past achievements but also as a catalyst for future leadership and professional integrity. Education leaders must ensure that promotion processes are fair, transparent, and paired with capacity-building initiatives to maximize their positive impact on the school community.

References:

- Maravilla, E. D., Tuazon, R. C., & Bautista, J. R. (2020). Perception of fairness in promotion among public school teachers: Implications for performance and motivation. *International Journal of Educational Management*, 34(9), 1431–1443. <https://doi.org/10.1108/IJEM-10-2019-0378>
- Osei-Kofi, G., Ampadu, E., & Boateng, P. (2022). Teacher promotion and instructional leadership in Ghanaian basic schools: Perspectives and practices. *International Journal of Leadership in Education*, 25(3), 387–401. <https://doi.org/10.1080/13603124.2020.1728709>
- Ramli, M. A., & Rahman, S. A. (2023). Ethical decision-making among promoted teachers in Malaysian schools: The role of continuous professional development. *Journal of Educational Ethics and Leadership*, 7(1), 45–59.
- Salleh, N. M., & Nordin, N. H. (2021). The influence of promotion on teacher motivation and classroom performance. *Asian Journal of Educational Research*, 9(2), 77–88.
- Tan, C. L., & Lim, Y. M. (2021). School climate and leadership development: How promotion impacts teacher identity. *Educational Management Administration & Leadership*, 49(6), 943–961. <https://doi.org/10.1177/1741143220927244>