

THE RELATIONSHIP BETWEEN PERCEPTIONS OF CAREER DEVELOPMENT MANAGEMENT AND TEACHERS' ACHIEVEMENT MOTIVATION IN PURSUING PROMOTION

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Abstract

Career advancement through promotion represents a critical dimension of teachers' professional development, yet many teachers show varying levels of motivation to pursue this process. These differences are often shaped by how teachers perceive the management of career development within their institutions. This study aims to examine the relationship between teachers' perceptions of career development management and their achievement motivation in pursuing promotion. A quantitative correlational research design was employed using a cross-sectional survey approach. Data were collected from teachers through structured questionnaires measuring perceptions of career development management and achievement motivation related to promotion. The data were analyzed using descriptive statistics and inferential techniques, including correlation and regression analysis, to identify the strength and direction of the relationship between variables. The findings reveal a significant positive relationship between perceptions of career development management and teachers' achievement motivation in pursuing promotion. Teachers who perceive career development management as transparent, supportive, and well-organized demonstrate higher levels of motivation to engage in promotion-related activities, while negative perceptions are associated with lower motivational levels. The study concludes that effective career development management plays a crucial role in fostering teachers' achievement motivation toward promotion. Strengthening clarity, fairness, and institutional support in career management systems may enhance teachers' motivation for professional advancement and contribute to sustainable teacher development.

Keywords: Achievement Motivation, Career Development Management, Educational Management



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INTRODUCTION

Career development has become an increasingly central issue in the professional lives of teachers, particularly within education systems that formally link promotion to competence, performance, and documented professional achievements (Qua et al., 2020). Teachers are no longer evaluated solely on classroom instruction but are also required to demonstrate continuous professional growth through training, certification, publication, and institutional contribution. Promotion thus represents both professional recognition and a strategic mechanism for enhancing educational quality.

Career development management implemented by educational institutions plays a decisive role in shaping teachers' professional trajectories. Clear policies, structured promotion pathways, mentoring systems, and transparent evaluation criteria influence how teachers understand and value career advancement (Sperandio & Kagoda, 2010). When career development management is perceived as systematic and supportive, teachers are more likely to view promotion as an attainable and meaningful professional goal rather than a burdensome administrative obligation.

Achievement motivation constitutes the psychological foundation that drives teachers to pursue excellence, overcome institutional barriers, and engage persistently in professional development activities (Carmel & Badash, 2021). In the context of promotion, achievement motivation determines teachers' willingness to meet credit requirements, participate in training programs, and document professional accomplishments. Understanding how teachers' perceptions of career development management relate to achievement motivation is therefore essential for strengthening teacher professionalism and sustaining long-term educational improvement.

Despite the existence of formal promotion systems, many teachers demonstrate limited engagement in career advancement processes. Promotion procedures are often perceived as complex, bureaucratic, and demanding extensive documentation that competes with instructional responsibilities (Rohde et al., 2016). These conditions frequently result in reluctance, delay, or disengagement from promotion efforts, even among teachers who meet eligibility criteria.

Teachers' perceptions of career development management are shaped by their experiences with institutional support, access to information, and fairness in evaluation. Inconsistent guidance, limited mentoring, and unclear promotion standards contribute to uncertainty and frustration (Gillis et al., 2004). When teachers perceive career management as inefficient or inequitable, achievement motivation may decline, reducing their commitment to pursuing higher professional ranks.

A further problem lies in the limited integration of motivational perspectives within studies of teacher promotion. Existing discussions often emphasize administrative compliance and regulatory frameworks, while overlooking psychological factors that influence teachers' career behavior (Farias Cedeño et al., 2019). The lack of empirical attention to the relationship between perceived career development management and achievement motivation creates a conceptual gap that constrains effective policy and leadership interventions.

This study aims to examine the relationship between teachers' perceptions of career development management and their achievement motivation in pursuing promotion (Walsh et al., 2019). The primary objective is to determine whether positive perceptions of institutional career management practices are associated with stronger motivation to achieve professional advancement through promotion.

Another objective of the study is to analyze how specific components of career development management influence teachers' achievement motivation. These components include clarity of promotion requirements, availability of professional development

opportunities, institutional encouragement, and post-promotion support (Furgeson et al., 2008). The study seeks to identify managerial dimensions that most strongly stimulate achievement-oriented behavior among teachers.

The study also aims to contribute to a deeper understanding of teacher career behavior within the Indonesian educational context (Longo et al., 2011). By focusing on promotion as a concrete career milestone, the research intends to clarify how organizational management practices interact with individual motivation, thereby informing strategies for sustainable teacher development and improved educational outcomes.

Previous studies on teacher career development have largely concentrated on policy design, qualification standards, and regulatory compliance. While these studies provide valuable structural insights, they often neglect teachers' subjective interpretations of career development management (Park et al., 2016). This omission limits understanding of how institutional systems are experienced at the individual level.

Research on achievement motivation in education has predominantly focused on instructional performance, student outcomes, and classroom effectiveness. Achievement motivation is frequently treated as a general personality trait or teaching-related construct, without explicit linkage to career advancement behaviors such as promotion (Przytula, 2026). This separation restricts the explanatory scope of motivational theories in professional development contexts.

Empirical studies that integrate teachers' perceptions of career development management with achievement motivation in promotion processes remain scarce (Baker, 2011). The absence of such integrative frameworks leaves a significant gap in the literature, particularly in understanding how organizational management practices translate into motivational outcomes. Addressing this gap is essential for designing career systems that align institutional objectives with teachers' psychological needs and professional aspirations.

The novelty of this study lies in its conceptual integration of career development management and achievement motivation within the specific context of teacher promotion (Haag-Heitman, 2008). Rather than treating promotion as a purely administrative outcome, the study conceptualizes it as a motivationally driven process shaped by teachers' perceptions of institutional support and management quality.

The study also contributes theoretically by extending achievement motivation theory to the domain of teacher career advancement. By linking motivation to promotion-related behaviors, the research broadens the application of motivational constructs beyond classroom performance and situates them within organizational career systems (Alves et al., 2021). This perspective enriches both educational management and motivational psychology literature.

The justification for this study is grounded in the urgent need to enhance teacher professionalism through effective and motivating career development systems. Understanding how teachers perceive career management and how these perceptions influence achievement motivation provides practical implications for school leaders and policymakers (Hietamäki et al., 2025). Improving career development management may strengthen teachers' motivation to pursue promotion, foster professional growth, and ultimately contribute to higher educational quality and institutional sustainability.

RESEARCH METHOD

The following sections detail the systematic approach used to investigate the relationship between organizational career management and individual achievement motivation among educators.

Research Design

This study employed a quantitative research design using a correlational approach to examine the relationship between teachers' perceptions of career development management and their achievement motivation in pursuing promotion (Lazorick et al., 2022). The design was selected to identify the degree and direction of association between variables without manipulating institutional conditions, utilizing a cross-sectional survey method to capture data at a single point in time. The conceptual framework positioned career development management—comprising institutional planning, guidance, and support—as the independent variable, and achievement motivation—defined as the internal drive to attain higher professional status—as the dependent variable.

Research Target/Subject

The primary objective of this research is to identify the degree and direction of the association between organizational management practices and individual motivational outcomes. The study targets empirical conclusions relevant to educational management and motivational theory by systematically analyzing relational patterns. Specifically, the research aims to understand how institutional support, evaluation, and transparency relate to a teacher's persistence and goal orientation regarding promotion, ultimately providing insights to improve career development structures.

The population for this study consisted of teachers employed in formal educational institutions who were eligible to apply for promotion based on prevailing career regulations. Teachers were selected as the unit of analysis as they directly experience career development management. Using proportional random sampling, a representative sample was drawn across various schools and career levels to minimize selection bias. The final sample included teachers of varying ranks and specializations, provided they had received formal information or guidance related to promotion procedures.

Research Procedure

The research was conducted through a series of systematic steps starting with obtaining approval from relevant institutional authorities and coordinating with school administrators (Depoo & Urbancová, 2019). Participants were provided with clear explanations regarding the study's purpose, confidentiality, and voluntary nature before providing informed consent. Structured questionnaires were then distributed in printed or digital formats for individual and anonymous completion. Finally, the researchers screened the completed questionnaires for completeness and coded the data into statistical software for rigorous analysis.

Instruments, and Data Collection Techniques

Data were collected using structured self-report questionnaires comprising two main scales: a perception scale and a motivation scale (Smith et al., 2012). The perception scale utilized a Likert-type format to measure clarity of procedures, guidance availability, and fairness of evaluation. The motivation scale, adapted from established achievement motivation instruments, assessed persistence, effort, and responsibility. Prior to the main analysis, both instruments were subjected to validity and reliability testing, including expert reviews for content validity and Cronbach's alpha coefficients to ensure internal consistency.

Data Analysis Technique

The study utilized descriptive and inferential statistical analysis processed through specialized statistical software. Primary analysis focused on correlation testing to identify relational patterns between career management perceptions and achievement motivation (Martin et al., 2022). Data cleaning procedures were strictly applied to address missing values and outliers, ensuring that all empirical conclusions were grounded in accurate and methodologically rigorous statistical inference.

RESULTS AND DISCUSSION

The descriptive analysis shows that teachers' perceptions of career development management and their achievement motivation in pursuing promotion display moderate to high tendencies. Overall responses indicate that teachers generally recognize the existence of institutional career development mechanisms, although variations in perception remain evident across respondents. Achievement motivation scores suggest that teachers demonstrate a reasonable level of drive to pursue promotion, yet this motivation is not uniformly strong.

The mean score for perceptions of career development management indicates that teachers tend to view institutional career management practices as moderately supportive. However, the observed standard deviation suggests noticeable differences in how teachers experience guidance, transparency, and institutional support related to promotion.

Achievement motivation scores reflect teachers' willingness to strive for professional advancement, including efforts to fulfill administrative requirements and improve professional competence. Variation in motivation levels implies that individual teachers respond differently to promotion demands, potentially influenced by their perceptions of career management quality.

The distribution of responses across both variables approximates normality, with acceptable ranges of skewness and kurtosis. This pattern indicates that the data are suitable for parametric statistical analysis and reflect balanced representation of low, moderate, and high responses.

Response patterns reveal that teachers with more positive perceptions of career development management tend to cluster at higher levels of achievement motivation. Teachers expressing less favorable perceptions are more frequently associated with lower motivational scores, suggesting a systematic pattern linking the two constructs.

Analytical examination indicates a consistent trend in which institutional career development practices shape teachers' motivational orientations. Teachers who perceive promotion procedures as clear and fair appear more willing to invest sustained effort in pursuing advancement.

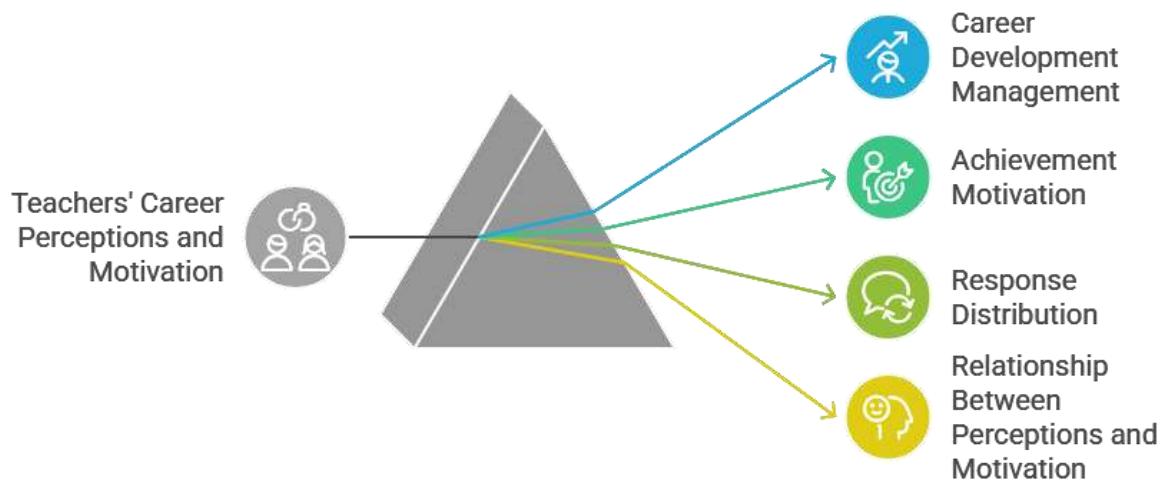


Figure 1. Unveiling Teachers' Career Perceptions and Motivation

The data also suggest that institutional encouragement and access to guidance reduce psychological barriers associated with promotion. When teachers feel supported by career development management, their achievement motivation manifests as persistence, goal orientation, and responsibility toward professional growth.

Inferential statistical analysis using correlation testing reveals a positive and statistically significant relationship between teachers' perceptions of career development management and

achievement motivation in pursuing promotion. Higher perception scores are associated with stronger achievement motivation, indicating a meaningful relational pattern.

Regression analysis further demonstrates that perceptions of career development management significantly predict achievement motivation. The results indicate that career management practices account for a substantive proportion of variance in teachers' motivation, confirming the explanatory power of organizational factors in shaping career-related behavior.

The inferential findings suggest that teachers' motivation to pursue promotion is not solely determined by personal ambition but is strongly influenced by how institutional systems are perceived. Clear, transparent, and supportive career management reduces uncertainty and enhances motivational commitment.

The predictive relationship underscores the importance of organizational context in motivational processes. Career development management functions as a motivational resource that either stimulates or constrains teachers' achievement-oriented behavior depending on how it is experienced.

Relational analysis reveals a coherent linkage between perceptions of career development management and achievement motivation. Teachers who report positive experiences with guidance, evaluation, and institutional support demonstrate stronger motivation to achieve higher professional ranks.

The relationship appears linear and consistent across respondents, suggesting that improvements in career management practices are likely to correspond with proportional increases in achievement motivation. This relational pattern highlights the strategic role of institutional management in fostering professional aspiration.

The observed relationship can be explained through expectancy-value mechanisms, whereby teachers are more motivated when they believe that effort will lead to attainable and fairly evaluated outcomes. Positive perceptions of career development management strengthen expectations of success and perceived value of promotion.

Achievement motivation emerges as a psychological response to organizational signals. Supportive career management conveys recognition and opportunity, reinforcing teachers' willingness to engage in demanding promotion processes.

Case-based descriptions drawn from selected teacher responses illustrate how perceptions shape motivation. Teachers who described career development management as transparent and well-guided reported enthusiasm and persistence in preparing promotion documentation.

Teachers who perceived career management as unclear or burdensome expressed hesitation and reduced motivation to pursue advancement. These contrasting cases demonstrate how similar promotion policies may generate different motivational outcomes depending on perceived management quality.

The case-based evidence highlights perception as a critical interpretive filter through which career development systems are experienced. Supportive managerial practices foster confidence and motivation, while perceived administrative complexity undermines achievement-oriented behavior.

These qualitative illustrations reinforce the quantitative findings by revealing the lived experiences behind statistical relationships. Teachers' narratives provide contextual depth to understanding how institutional management translates into motivational action.

The results indicate that teachers' perceptions of career development management are significantly related to their achievement motivation in pursuing promotion. Positive perceptions enhance motivation, while negative perceptions constrain professional aspiration.

The findings suggest that strengthening career development management through clarity, guidance, and fairness offers a strategic pathway for increasing teachers' motivation to pursue promotion. Institutional practices emerge as decisive factors in shaping teachers' career-oriented achievement behavior.

The findings of this study indicate a significant positive relationship between teachers' perceptions of career development management and their achievement motivation in pursuing promotion. Teachers who perceive career development systems as clear, supportive, and fairly implemented demonstrate higher motivation to engage in promotion-related activities. These perceptions shape teachers' willingness to invest effort in fulfilling administrative requirements and improving professional competence.

Achievement motivation emerges as a dynamic psychological outcome influenced by organizational context rather than an isolated personal trait. Teachers' motivation to pursue promotion increases when career development management provides structured guidance, transparent evaluation, and institutional encouragement. These conditions reduce uncertainty and strengthen teachers' belief that promotion is attainable through sustained effort.

The results also reveal variation in motivation levels among teachers, reflecting differences in how career management practices are experienced. Teachers who perceive career development management as bureaucratic or inconsistent report lower motivation, suggesting that managerial quality plays a decisive role in shaping career-related behavior.

Overall, the findings demonstrate that career development management functions as a motivational mechanism within educational organizations. Teachers' perceptions act as an interpretive lens that determines whether promotion is viewed as a meaningful professional goal or an administrative burden.

The findings are consistent with prior research in educational management that emphasizes the role of organizational support in fostering teacher motivation. Studies on career development systems have shown that transparent and well-structured management practices enhance professional engagement and aspiration, supporting the present results.

Research on achievement motivation similarly highlights the importance of expectancy and perceived value in shaping goal-directed behavior. The present findings align with motivational theories suggesting that individuals are more motivated when they perceive outcomes as attainable and fairly rewarded, particularly in career advancement contexts.

Differences emerge when compared with studies that attribute low promotion engagement primarily to individual deficiencies such as lack of ambition or competence. The present findings challenge such interpretations by demonstrating that institutional management practices significantly influence motivation, regardless of individual capability.

The study also extends existing literature by explicitly linking perceptions of career development management with achievement motivation in the promotion process. This integration addresses a gap in research that often treats career systems and motivational constructs as separate domains.

The findings indicate that career development management serves as a symbolic representation of institutional recognition and opportunity. Teachers interpret management practices as signals of whether professional growth is genuinely valued or merely regulated. These interpretations shape motivational orientation toward promotion.

The prominence of perception underscores the psychological dimension of organizational systems. Formal policies alone do not determine teacher behavior; rather, how these policies are experienced and interpreted influences motivation. This reflection highlights the importance of aligning managerial intent with teachers' lived experiences.

Achievement motivation in pursuing promotion reflects teachers' broader sense of professional identity and self-worth. When career development management affirms competence and effort, motivation strengthens. When management is perceived as obstructive, motivation diminishes, regardless of formal incentives.

The findings also reflect the growing importance of human-centered management in education. Career advancement systems that neglect psychological considerations risk undermining professional motivation, signaling the need for more empathetic and transparent leadership approaches.

The findings have significant implications for educational leadership and policy (Gonzales-Miñán, 2025). School leaders and administrators should prioritize the quality of career development management by ensuring clarity, fairness, and consistent guidance throughout the promotion process. Such practices may enhance teachers' motivation to pursue professional advancement.

Professional development programs should incorporate career mentoring and counseling components. Providing teachers with structured support and feedback regarding promotion requirements can reduce anxiety and increase achievement motivation (Abelha et al., 2020). Leadership training should emphasize career management as a motivational function.

Policy frameworks governing teacher promotion may benefit from integrating motivational indicators alongside administrative criteria (Avidov-Ungar & Arviv-Elyashiv, 2018). Evaluating the effectiveness of career development systems through teachers' perceptions can inform policy refinement and improve implementation outcomes.

The findings also imply that improving career development management may contribute to long-term teacher retention and professional growth (Dhanya & Kinslin, 2016). Motivated teachers are more likely to engage in continuous development, strengthening institutional capacity and educational quality.

The relationship between perceptions of career development management and achievement motivation can be explained through expectancy-value theory. Teachers are more motivated when they believe their efforts will lead to meaningful and attainable outcomes (Tabacaru Dumitru et al., 2022). Positive perceptions strengthen expectations of success and perceived value of promotion.

Career development management influences motivation by reducing uncertainty and perceived risk (Yoder, 1995). Clear procedures and supportive guidance provide teachers with a sense of control and predictability, which fosters persistence and goal commitment in pursuing promotion.

Perception functions as a cognitive filter through which organizational practices are evaluated (Pacheco et al., 2025). Teachers interpret career management practices based on prior experiences, institutional culture, and interpersonal interactions, shaping motivational responses accordingly.

The findings also reflect contextual realities of educational institutions where promotion involves complex documentation and evaluation (Selesho, 2014). Effective management alleviates cognitive and emotional burdens associated with these demands, explaining the observed motivational patterns.

Future research should employ longitudinal designs to examine how perceptions of career development management and achievement motivation evolve over time (Grayson et al., 1999). Such approaches would clarify whether improvements in management practices lead to sustained motivational change.

Quantitative studies using advanced analytical techniques such as structural equation modeling could further explore causal pathways between career management perceptions and motivational outcomes (Karakaya et al., 2014). These methods may reveal mediating or moderating variables influencing promotion behavior.

Comparative research across different educational levels and institutional types could enhance generalizability (Maass & Engeln, 2019). Examining career development management in diverse contexts may reveal structural and cultural factors shaping teacher motivation.

Practical initiatives should focus on developing comprehensive career development management models that integrate administrative efficiency with motivational support (Gal, 2026). Pilot programs emphasizing transparency, mentoring, and recognition may offer scalable solutions for strengthening teachers' achievement motivation in pursuing promotion.

CONCLUSION

The most important finding of this study is that teachers' perceptions of career development management are significantly related to their achievement motivation in pursuing promotion. Teachers who perceive career development systems as transparent, well-structured, and supportive demonstrate stronger motivation to engage in promotion-related activities, including fulfilling administrative requirements and enhancing professional competence. This finding highlights that achievement motivation in career advancement is shaped not only by individual ambition but also by how institutional career management practices are experienced and interpreted by teachers.

The primary contribution of this research lies in its conceptual advancement rather than methodological innovation. The study integrates perceptions of career development management with achievement motivation within the specific context of teacher promotion, extending motivation theory into the domain of educational career management. By positioning institutional management practices as key motivational determinants, the research offers a more holistic framework for understanding teacher career behavior and enriches the literature on educational management and professional motivation.

Several limitations should be acknowledged to contextualize the findings and guide future research. The correlational design limits causal inference and does not capture changes in perception and motivation over time. The reliance on self-reported data may also introduce response bias. Future studies are encouraged to employ longitudinal or mixed-methods approaches, incorporate qualitative insights, and examine diverse educational settings to validate and deepen understanding of how career development management influences teachers' achievement motivation in pursuing promotion.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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