



Groundbreaking Teaching Practices and Classroom Appraisal Structure of Public Elementary School Teachers

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors have contributed equally. They have read and agreed to the published version of the manuscript. Both authors read and approved the final manuscript.

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ABSTRACT

This study aimed to determine the groundbreaking teaching practices and classroom appraisal structure of public elementary school teachers in Caraga South District, Division of Davao Oriental. Utilizing a non-experimental quantitative research design employing the correlational method, the study surveyed 133 teachers in public elementary schools through universal sampling. Data analysis included mean calculation, Pearson correlation coefficient, and regression analysis. The findings revealed that public elementary school teachers exhibit high levels of groundbreaking teaching practices, particularly in the areas of graphic organizers, classroom interactions, objectivity, and creativity, which the teachers frequently manifest. Additionally, the classroom appraisal structure of teachers, encompassing self-assessment, student academic progress, instruction, and feedback, was found to be moderate and sometimes practiced by teachers. Furthermore, a significant relationship was observed between groundbreaking teaching practices and the classroom appraisal structure of teachers in public schools. The study also highlighted that the domains of groundbreaking teaching practices significantly influence the classroom appraisal

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structure of teachers in public schools. These results underscore the importance of enhancing current groundbreaking teaching practices and classroom appraisal structures while acknowledging the expertise of teachers in formal observation and their contribution to distinguished instruction.

Keywords: Groundbreaking teaching practices; classroom appraisal structure; public elementary teachers; davao oriental; Philippines.

1. INTRODUCTION

High-quality teaching is essential to improve student outcomes and reduce gaps in student achievement. The teacher performance appraisal system provides meaningful appraisals encouraging professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required [1]. By helping teachers achieve their full potential, the classroom process represents one element of the school's vision of achieving high levels of student performance [2].

In Ottawa, one of the problems of new teacher classroom performance appraisal is the unfair selection of training out-of-province who have been hired into permanent positions full-time or part-time by a school board, school authority, or provincial school board to begin teaching for the first time in school. Teachers are considered new until they complete the new teacher induction program, and 24 months have elapsed since the date they first begin to teach [3].

Teachers have a profound impact on student achievement. The classroom appraisal system is grounded on three core beliefs about teaching and learning [4]. Professional growth is essential to developing and maintaining content knowledge, pedagogical knowledge and skills, and the knowledge and skills needed to integrate technology into teaching and learning. Professional relationships enhance commitment to continuous school improvement and professional growth [5].

Connecting the classroom appraisal system framework for quality learning, the professional learning community model, and the division's strategic plan, educators transform professional learning into action when they read, write, observe, use various thinking strategies, listen, speak, and practice new behaviors in ways that deepen understanding, affect beliefs, produce new habits of mind and behavior, and are combined in ways that alter practice. Such groundbreaking teaching practices and

classroom appraisal systems produce complex, intelligent behavior in all teachers and leaders and continuously enhance their professional judgment, often creating conflicts and problems with their colleagues and workplaces [6].

In the Philippines, the classroom performance appraisal system framework is identified as one of the challenges teachers face nationwide. The framework suggests that quality learning can only be achieved through the commitment of all educators to professional growth, which involves fostering deep understanding, transforming mental models, innovating teaching practices, and consistently pursuing goal-focused actions. However, the curricular, assessment, and instructional models outlined in the framework for quality learning are tightly linked to the standards set in teacher performance appraisal, leading to numerous issues for educators [7].

Public school educators attempt to create groundbreaking teaching practices and learning contexts that cause teachers problems in applying the best available knowledge and skills within and across schools. The Teacher Performance Appraisal System provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required. By creating opportunities for teachers to connect in meaningful ways through structures that support the development of professional learning communities, teachers begin to work together to clarify questions [8].

Meaningful and varied formats for teachers' classroom appraisal system complications to center their conversations with one another around student learning extend their capacity to create, communicate, organize, and act on knowledge about teaching and learning. The public school teacher performance acknowledges that, in order to be successful, educators must work within a culture of professional learners committed to meeting the educational needs of all students [9].

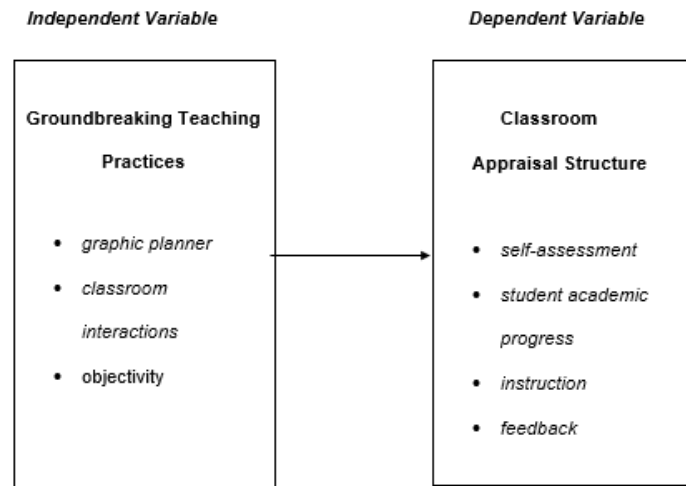


Fig. 1. Conceptual framework of the study

The researcher felt the need to conduct this study to help public elementary school teachers in Caraga South District, Caraga Davao Oriental, assess whether groundbreaking teaching practices and classroom appraisal structure of public elementary school teachers are necessary ingredients or tools in academic instruction. The result of this document could be a guide for future administrative policies.

2. METHODOLOGY

2.1 Research Design

This study used the non-experimental quantitative research design utilizing the correlational method. This method can be adapted to determine the needed data since it involves collecting data to determine whether the relationship exists between two or more quantitative variables [10]. Quantitative research design relates to the design of a research project which uses quantitative research methods [11].

The quantitative research design favors closed-ended questions, providing respondents with a predetermined list of answers. This approach prevents them from giving lengthy, open-ended responses. Such a design ensures that the quantitative research process is more efficient than qualitative-style open-ended questions. This efficiency stems from avoiding the time-consuming process of coding vast quantities of open-ended responses [12].

However, in quantitative research design, there is often the provision for including an 'Other' category in the possible responses to questions, where appropriate. This inclusion allows respondents who do not fit directly into the main categories to have still their precise responses recorded and utilized in the analysis of the research project results [13]. In this context, this research design is appropriate for assessing the quality of groundbreaking teaching practices and the classroom appraisal structure of public elementary school teachers in the Caraga South District, Division of Davao Oriental.

2.2 Research Respondents

The respondents for this study comprised 130 teachers from public elementary schools, selected through universal sampling, encompassing the entire population of the study. They were selected as respondents because they worked in public schools and were deemed capable of providing reliable responses to the survey questions. The sample was drawn from public elementary school teachers in the Caraga South District, Division of Davao Oriental, for the school year 2023-2024.

2.3 Research Instrument

The instrument used to gather data was the researcher-made test modified based on the different authors and validated by three experts. They were all Doctors of Educational Management. After the validation, the researcher

administered the pilot testing to a sample of 30 teachers in separate schools from the respondents. The result of the Cronbach alpha is .721. The test results were analyzed using the concepts and principles of Asaad and Hailaya [14], which allowed the researcher to make revisions on the instrument to ensure that the difficulty level was appropriate and to determine whether the items needed to be retained, revised, or rejected. Its internal reliability and consistency were assessed by measuring the Cronbach's alpha coefficient.

The instrument was made up of two parts. Part I dealt with the groundbreaking teaching practices. Part II comprised the classroom appraisal structure of public elementary school teachers. The questionnaire consisted of 40 items. A five-point Likert scale assessed public elementary school teachers' groundbreaking teaching practices and classroom appraisal structure.

2.4 Data Gathering

The data was gathered through the following procedures: A permission letter was secured to conduct the study on the level of groundbreaking teaching practices and classroom appraisal structure of public elementary school teachers. Upon approval, the researcher prepared the letter addressed to the District Supervisor and noted by the Division Superintendent, principals, and the Dean of Graduate School in Rizal Memorial Colleges. Moreover, the adviser gave the researcher a go-signal to produce the survey questionnaire. Adequate and cleared copies were printed to avoid problems with the administration. Furthermore, the researcher administered the questionnaire personally to the study's respondents and requested the respondents to answer the questionnaire honestly so that valid and reliable data was elicited. One hundred percent (100%) of the

questionnaire was retrieved. The complete questionnaire was organized accordingly. The result was collated and tabulated before being subjected to statistical treatment. Additionally, the results were analyzed and interpreted based on the purpose of the study.

2.5 Data Analysis

The following statistical tools with their corresponding justifications were used in the study: Mean was utilized to determine the level of groundbreaking teaching practices and classroom appraisal structure of public elementary school teachers. Furthermore, the Pearson Product Moment Coefficient of Correlation (r) was used to determine the significant relationship between the level of groundbreaking teaching practices and the classroom appraisal structure of public elementary school teachers. Lastly, the regression analysis was used to determine the significant influence on the level of groundbreaking teaching practices and classroom appraisal structure of public elementary school teachers.

3. RESULTS AND DISCUSSION

3.1 Groundbreaking Teaching Practices

As reflected in Table 1 is level of groundbreaking teaching practices for public elementary school teachers in terms of graphic organizer. The result is focused on the highest, middle and lowest mean ratings are as follows: helping the refreshing information in the mind just by glancing once (3.38) or moderate; helping the students to make notes that used only key words and images (3.36) or moderate and explaining the moral concepts in an groundbreaking way (3.10) or moderate.

Table 1. Groundbreaking teaching practices in terms of graphic organizer

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1.	helps the students to make notes that used only key words and images	3.36	Moderate
2.	makes much easier to review the lessons because of their visual quality	3.37	Moderate
3.	provides cues which is necessary to remember the information	3.31	Moderate
4.	refreshes information in the mind just by glancing once	3.38	Moderate
5.	explains the moral concepts in an groundbreaking way	3.10	Moderate
Overall Mean		3.30	Moderate

The overall mean rating of groundbreaking teaching practices public elementary school teachers in terms of graphic organizer is 3.30 or moderate. This means that the teacher sometimes manifests the groundbreaking teaching practices of public elementary school teachers in terms of graphic organizers. This indicates that the teacher is refreshing information in the mind just by glancing once, making it much easier to review the lessons because of their visual quality and helping the students make notes using only keywords and images.

This finding conforms to İter [15] 's statement that in various formats dependent upon the task, graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel or article. Students often turn to graphic organizers for writing projects because they help the learner make connections and structure thinking.

It also aligns with the works of Rum and Ismail [16], which stated that graphic organizers can act as instructional tools in helping students organize their thinking and writing process. Teachers can use graphic organizers to illustrate a student's knowledge about a topic or section of text, showing areas for improvement.

As presented in Table 2 is the level of groundbreaking teaching practices of public elementary school teachers in terms of classroom interactions. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: building characters instant-messaging chat clients that may last a few hours (4.70) or very high, choosing to shape the direction and outcome of the role play (4.35) or very high and actions of their characters are based on their characterization (4.02) or high.

The overall mean rating of groundbreaking teaching practices in public elementary school teachers in terms of classroom interactions is 4.31, or very high. This means that the teacher always manifests groundbreaking teaching practices for public elementary school teachers in terms of classroom interaction.

This indicates that the teacher is always building characters by instant-messaging chat clients that may last a few hours, making role play in the form of group story creation and choosing to shape the direction and outcome of the role play.

This finding conforms to the statement of Prince et al. [17], who stated that in the series on building student engagement, today's teaching tips focus on approaches for improving classroom interfaces. Make the class interactive and everything possible to transform the students from submissive observers to active learners. Get the students out of their seats frequently to work in twos or threes on investigating an issue.

This finding is supported by Lund Dean & Wright [18], who said that students learn more and retain more when actively involved in classroom interactions. Working in pairs (dyads) at the start of every class gets everyone engaged, not just the people who raise their hands. Additionally, students can share their thoughts with each other first, and the class discussion will be of a higher quality.

As presented in Table 3 is the level of groundbreaking teaching practices of public elementary school teachers in terms of objectivity. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: helping establishes and maintain effective relationships project a sense of emotional objectivity by recognizing that emotions are natural and inevitable (3.38) or moderate; providing a sense of guidance and control both behaviorally and academically (3.09) or moderate and helping communicates guidance, control, care, and concern (2.71) or moderate.

The overall mean rating of groundbreaking teaching practices in public elementary school teachers in terms of objectivity is 3.11 or moderate. This means that groundbreaking teaching practices for public elementary school teachers in terms of objectivity are manifested sometimes by the teacher. This indicates that the teachers provide a sense of cooperation and concern for teachers and students to form a team devoted to the classroom community's well-being and help maintain a positive and productive learning environment.

When teachers behave objectively and in control, students feel more secure and are more open to forging a trusting relationship with their teacher. Displaying objectivity and control includes being fair and consistent when enforcing positive and negative behaviors [19].

Table 2. Groundbreaking teaching practices in terms of classroom interactions

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	explains the role playing technique	4.09	High
2	actions of their characters are based on their characterization	4.02	High
3	choices shape the direction and outcome of the role play	4.35	Very High
4	makes online role play in the form of group story creation	4.38	Very High
5	builds characters instant-messaging chat clients that may last a few hours	4.70	Very High
Overall Mean		4.31	Very High

Table 3. Groundbreaking teaching practices in terms of objectivity

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	provides a sense of guidance and control both behaviorally and academically.	3.09	Moderate
2	provides a sense of cooperation and concern in order for teachers and students to form a team devoted to the well-being of the classroom community	3.01	Moderate
3	helps to maintain a positive and productive learning environment	3.37	Moderate
4	helps establishes and maintain effective relationships project a sense of emotional objectivity by recognizing that emotions are natural and inevitable	3.38	Moderate
5	helps communicates guidance, control, care, and concern	2.71	Moderate
Overall Mean		3.11	Moderate

Table 4. Groundbreaking teaching practices in terms of creativity

No	Items	Mean (x)	Descriptive Level
1.	helps strengthen their other skills and is needed to develop well-rounded people	4.05	High
2.	creating a rubric and share with them the good and the bad of trying to make rubrics that assess student work	3.87	High
3.	encouraging students to work on something they care about in school, they begin making connections between their passions and their learning	3.65	High
4.	makes the lessons more interesting and interactive	3.53	High
5.	helps students to be groundbreaking and also encourages them to learn new things	3.57	High
Overall		3.73	High

As shown in Table 4 is the data on the level of groundbreaking teaching practices public elementary school teachers in terms of creativity. The mean ratings are as follows: helps strengthen their other skills and is needed to develop well-rounded people (4.05) or described as high; encouraging students to work on something they care about in school, they begin making connections between their passions and their learning (3.65) or described as high and makes the lessons more interesting and interactive (3.53) or described as high.

The level of groundbreaking teaching practices public elementary school teachers in terms of creativity has an overall mean rating of 3.73 or high. This means that groundbreaking teaching

practices public elementary school teachers in terms of creativity is oftentimes manifested. This indicates that the teachers create rubrics and share with them the good and bad aspects of trying to make rubrics that assess student work, help students be groundbreaking, and encourage them to learn new things.

A good classroom environment always has some creativity elements, making the lessons more interesting and interactive. The right mix of creativity and curriculum helps students be groundbreaking and encourages them to learn new things. Students can grow up to be good communicators and improve their emotional and social skills [20,21]. Creative classrooms can really transform the way students acquire

education and how they apply it in their real lives. In fact, creative expression plays a key role in a student's emotional development [22].

As reflected in Table 5, the summary on the level of groundbreaking teaching practices for public elementary school teachers in terms of graphic organizer and classroom interactions. The mean ratings of this indicator are as follows: graphic organizer (3.30) or moderate, or high and classroom interactions (4.31) or very high.

The overall mean rating of groundbreaking teaching practices public elementary school teachers in terms of graphic organizer, classroom interactions, objectivity and creativity is 3.61 or high. This means that the level of groundbreaking teaching practices public elementary school teachers is manifested oftentimes by the teachers.

This indicates that the school heads should improve the groundbreaking teaching practices of public elementary school teachers to create opportunities for students to work regularly over time with a teacher with whom they can establish an effective working relationship to improve their literacy achievement levels.

This finding conforms to the statement of Manning [22] that finding new groundbreaking teaching practices is a crucial skill for high school teachers. Brain research has shown that certain

methods and approaches can enhance learning. Applying groundbreaking learning and attention- management techniques to classes is a win-win for both students and teachers.

This finding is supported by (Damodharan and Rengarajan, 2012) who revealed that Education is a light that shows the mankind the right direction to surge groundbreaking teaching practices. The purpose of education is not just to make a student literate but to add rational thinking, knowledgeable and self-sufficiency. There is hope for progress in any field when there is a willingness to change. Creativity can be developed, and innovation benefits both students and teachers [23].

3.2 Level of Classroom Appraisal Structure of Teachers

As reflected in Table 6 is the classroom appraisal structure of public elementary school teachers in terms of self-assessment. The presentation is focused on the highest, middle and lowest mean ratings are as follows: serving as a model for practice profession (3.39) or moderate; working at an emerging stage in the identified area (3.39) or moderate and working with an advanced degree of competence that sets the standard for the profession (3.32) or moderate.

Table 5. Summary of the groundbreaking teaching practices

No.	Indicators	Mean (\bar{x})	Descriptive Equivalent
1	graphic organizer	3.30	Moderate
2	classroom interactions	4.31	Very High
3	Objectivity	3.11	Moderate
4	Creativity	3.73	High
Overall Mean		3.61	High

Table 6. Classroom appraisal structure of teachers in terms of self-assessment

No.	Statements	Mean	Descriptive Equivalent
1	guiding self-assessment based on professional practice	3.34	Moderate
2	working with an advanced degree of competence that sets the standard for the profession	3.32	Moderate
3	working at a level that demonstrates a deep understanding	3.38	Moderate
4	working at an emerging stage in the identified area	3.36	Moderate
5	serving as a model for practice profession	3.39	Moderate
Overall Mean		3.36	Moderate

The overall mean rating of classroom appraisal structure of public elementary school teachers in terms is 3.36 or moderate. This means that the level of classroom appraisal structure of public elementary school teachers in terms is sometimes manifested by the teachers.

This result aligns with the self-assessment that is fundamental to reflective practice and informs ongoing Student Academic Progress goals are directly related to student outcomes. Differentiated supervision is determined by multiple data sources and reflective conversations [24].

As reflected in Table 7 is level of classroom appraisal structure of public elementary school teachers in terms of student academic progress. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: working collaboratively with principals to establish growth goals (3.28) or moderate, cultivating a professional growth goal that may evolve over the time (3.24) or moderate and describing a continuum best teaching practices (3.24) or moderate.

The overall mean rating of classroom appraisal structure of public elementary school teachers in terms of student academic progress is 3.22 or moderate. This means that the level of classroom appraisal structure of public elementary school teachers in terms of student academic progress is manifested oftentimes by the teachers. This indicates that giving directions should be repeated twice to the students, giving directions

should be visible to the students, and giving directions should be clear to the students.

This indicates that the classroom appraisal structure of public elementary school teachers in terms of student academic progress makes their knowledge and instructional practice guided by research-based rubrics. Student academic progress is working collaboratively with principals to establish growth goals, cultivating a professional growth goal that may evolve over time and describing a continuum of best teaching practices.

This finding conforms to the statement of Maki & Kuh [25] that student academic progress goals are written in the specific, measurable, attainable, reality and timely format directly related to student outcomes. The teacher performance appraisal utilizes specific, measurable, attainable, realistic and timely Goal structure as a specific tool to sustain continuous improvement efforts.

As reflected in Table 8 is the level of classroom appraisal structure of public elementary school teachers in terms of instruction. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: developing an action plan for professional development that is unique to their needs and interests (3.48) or high; recognizing the level of intensity and time commitment to formal observation (3.45) or high and recognizing the level of professionalism of teachers to formal observation (3.41) or high.

Table 7. Classroom appraisal structure of teachers in terms of student academic progress

No.	Statements	Mean	Descriptive Equivalent
1	bringing varied levels of expertise to their work with students, regardless of their experience levels	3.19	Moderate
2	cultivating a professional growth goal that may evolve over the time	3.23	Moderate
3	making their knowledge and instructional practice guided by research-based rubrics	3.24	Moderate
4	describing a continuum best teaching practices	3.15	Moderate
5	working collaboratively with principals to establish growth goals	3.28	Moderate
Overall Mean		3.22	Moderate

Table 8. Classroom appraisal structure of teachers in terms of instruction

No.	Statements	Mean	Descriptive Equivalent
1	developing an action plan for professional development that is unique to their needs and interests	3.48	High
2	recognizing the level of experience to formal observation	3.46	High
3	recognizing the level of the effectiveness to formal observation	3.43	High
4	recognizing the level of professionalism of teachers to formal observation	3.41	High
5	recognizing the level of intensity and time commitment to formal observation	3.45	High
Overall Mean		3.45	High

The overall mean rating of the classroom appraisal structure of public elementary school teachers in terms of instruction is 3.45 or high. This means that the level of classroom appraisal structure of public elementary school teachers in terms of instruction is manifested oftentimes by the teachers.

This indicates that the teachers are developing an action plan for professional development that is unique to their needs and interests, recognizing the level of experience with formal observation and the level of intensity and time commitment to formal observation.

This finding conforms to DiPaola & Wagner's [24] statement that It provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement. Differentiated supervision should be included in the written policies of the board and made available to all professional employees.

As shown in Table 9 is the level of classroom appraisal structure of public elementary school teachers in terms of feedback. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: reflecting on what students are learning interaction with the content (3.37) or moderate; informing the recursive feedback process that leads to next steps for continuous improvement (3.33) or moderate and utilizing a researched-

based tool that provides principals opportunities (3.13) or moderate.

The overall mean rating classroom appraisal structure of public elementary school teachers in terms of feedback is 3.28 or moderate. This means that the level of results-based performance of teachers in terms of feedback is oftentimes manifested by the teacher.

This indicates that the teacher is reflecting on what students are learning interaction with the content, establishing multiple sources of data about one's performance and informing the recursive feedback process that leads to the next steps for continuous improvement.

This finding conforms to the statement of Mutch et al. [26] that effective feedback on data collection from these multiple sources informs the recursive feedback process that leads to the next steps for continuous improvement. Data source description learning walks: A learning walk is a brief classroom visit utilizing a research-based tool that provides principals and teachers with opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement. Principals and other instructional leaders use handhelds, laptops, or paper forms to collect data based on four-minute "snapshots" of classrooms [27].

Table 9. Classroom appraisal structure of teachers in terms of feedback

No.	Statements	Mean	Descriptive Equivalent
1	capturing the essence of one's performance through a single source of data that is ineffective at best	3.19	Moderate
2	establishing multiple sources of data about one's performance	3.36	Moderate
3	informing the recursive feedback process that leads to next steps for continuous improvement	3.33	Moderate
4	utilizing a researched-based tool that provides principals opportunities	3.13	Moderate
5	reflecting on what students are learning interaction with the content	3.37	Moderate
Overall Mean		3.28	Moderate

Table 10. The summary on the classroom appraisal structure of teachers in public elementary school

No.	Indicators	Mean	Descriptive Equivalent
1	self-assessment	3.36	Moderate
2	student academic progress	3.22	Moderate
3	differentiated instruction	3.45	High
4	feedback	3.28	High
Overall Mean		3.33	Moderate

As presented in Table 10 is the summary on the level of classroom appraisal structure of public elementary school teachers in terms of self-assessment, student academic progress, instruction and feedback. The mean ratings of this indicators are as follows: self-assessment (3.36) or moderate; student academic progress (3.22) or moderate; instruction (3.45) or high and feedback (3.28) or high.

The overall mean rating of summary on the level of classroom appraisal structure of public elementary school teachers in terms of self-assessment, student academic progress, differentiated instruction and feedback is moderate. This means that the level of the summary on the level of classroom appraisal structure of public elementary school teachers in terms of self-assessment, student academic progress, differentiated instruction and feedback is sometimes manifested by the teachers.

This indicates that the classroom appraisal structure of public elementary school teachers is a method by which an employee's job performance is documented and evaluated. There are a number of potential benefits of organizational performance management conducting formal result-based performance.

This finding conforms to the statement of Mata-McMahon et al. [28] that teachers are important professionals that nourish and nurture knowledge and skills. Everyone has gone through school until they reach their current status. They are planning and studying monitoring tools that will help these employees to achieve what they need; whether they lack it, they already have it but need improvement, or they have to be commended for it [29].

3.3 Significant Relationship between Groundbreaking Teaching Practices and Classroom Appraisal Structure

As presented in Table 11 is the significant relationship between groundbreaking teaching practices and the classroom appraisal structure of public elementary school teachers with an overall computed r-value of 0.887 with the equivalent tabular value of 0.509 at α 0.05 of significance set in this study. Since the overall computed value is higher than the tabular value.

This indicates that the null hypothesis is hereby rejected and it could be stated that there is a significant relationship between groundbreaking teaching practices and the classroom appraisal

structure of public elementary school teachers. This implies that the higher the result of teachers' groundbreaking teaching practices, the better the classroom appraisal structure of public elementary school teachers.

However, the findings of the study are supported by the concepts of Lewthwaite & Nind [30], who stated that the learning approach is grounded in solid academic research on learning and on the best practices that promote it. This approach stimulates students to take responsibility for their own learning since there are few lectures, no structured sequence of assigned readings, and so on.

This result is also in line with the work of Westerdahl et al. [31], which emphasized that result-based learning is unique in that it fosters collaboration among students, stresses the development of problem-solving skills within the context of professional practice, promotes effective reasoning and self-directed learning, and is aimed at increasing motivation for life-long learning.

Table 12 suggests that only objectivity and creativity exert a statistically significant influence on groundbreaking teaching practices. This is reflected in the p-values, which are less than 0.05. Meanwhile, graphic organizers and classroom interactions did not significantly influence groundbreaking teaching practices. The model describing the influence of classroom appraisal structure on groundbreaking teaching practices is significant ($p=0.000$). Furthermore, the R-squared value of 0.883 indicates that the classroom appraisal structure can explain 88.3% of the variation in groundbreaking teaching practices. The remaining 11.7% of the variation is left unexplained.

3.4 The Domains of Groundbreaking Teaching Practices Significantly Influence the Classroom Appraisal Structure

This indicates that the null hypothesis is rejected, and it could be stated, therefore, that the domains of groundbreaking teaching practices are significantly influencing the classroom appraisal structure of public elementary school teachers in Caraga South District, Division of Davao Oriental. This implies that the higher the result of teachers' groundbreaking teaching practices, the better the domains of classroom appraisal structure of public elementary school teachers are.

Table 11. Significant relationship between groundbreaking teaching practices and classroom appraisal structure

Variables	r-value	Degree of Correlation	p-value	Decision (Ho)
Groundbreaking Teaching Practices Classroom Appraisal Structure	0.887	High Correlation	0.00	Rejected

Table 12. The domains of groundbreaking teaching practices significantly influence the classroom appraisal structure

Model	Sum of Squares	Degrees of Freedom	r- Square	Sig	Decision
Regression	573.898	3	0.883	0.000	Rejected
Residual Total	524.331	127			
	564.121	130			

Note: Significance when $P < 0.05$ (2T)

Groundbreaking Teaching Practices		B	B	t	Sig.
Classroom Appraisal Structure (Indicators)					
graphic organizer	self-assessment	-.077	-.058	-.505	.613
Classroom interactions	student academic progress	.016	.014	.127	.897
Objectivity	differentiated instruction	-.219	-.207	-1.809	.003
creativity	Feedback	.165	.188	1.572	.019
R		.271			0.148
R ²		.883			
F		.690			
p		0.00			

This study's results are in line with the works of Govindan & Regina [32], which emphasized that education is a light that shows mankind the right direction to surge groundbreaking teaching practices. The purpose of education is not just to make a student literate but to add rational thinking, knowledgeability and self-sufficiency. There is hope for progress in any field when there is a willingness to change.

A list of disconnected facts did not lead to a deep understanding in students or an integration of knowledge from one situation to another. Knowledge that is organized and connected to concepts with a goal of mastery, including the ability to visualize the concepts, can lead to the ability to transfer knowledge and lead to a deeper, longer-term understanding of what is taught [33].

4. CONCLUSION

Based on the findings obtained in this study, the following conclusions are drawn: the results on the degree of groundbreaking teaching practices in public elementary school teachers in terms of graphic planner, classroom interactions, objectivity and creativity are high and manifested oftentimes by the teachers. Moreover, the results on the level of classroom appraisal structure of teachers in terms of self-assessment, student

academic progress, instruction and feedback are moderate and manifested by the teachers oftentimes. Furthermore, the result of the significant relationship between groundbreaking teaching practices and the classroom appraisal structure of teachers in public schools is hereby rejected. Therefore, it could be stated that there is a significant relationship between groundbreaking teaching practices and the classroom appraisal structure of teachers in public schools. Additionally, the result of the domains of groundbreaking teaching practices significantly influence the classroom appraisal structure of teachers in public schools is rejected. Therefore, it could be stated that the domains of groundbreaking teaching practices significantly influence the classroom appraisal structure of teachers of public schools.

5. RECOMMENDATIONS

In the light of the foregoing findings and conclusions of this study, the researcher formulated the following recommendations for conclusions: Monitoring of the Department of Education in assessing the school development should be introduced to enhance the present groundbreaking teaching practices and classroom appraisal structure of teachers in terms of gray areas of the study in classroom interactions indicator such as explaining the role-playing technique and actions of their characters

are based on their characterization, recognizing the professionalism of teachers to formal observation and effectiveness in differentiated instruction indicator. Additionally, the school heads may provide a basis of information on groundbreaking teaching practices and classroom appraisal structure of teachers, particularly in the lowest findings of the study in graphic organizer indicators such as providing cues which are necessary to remember the information and refreshing information in the mind just by glancing once, describing a continuum best teaching practices and bringing varied levels of expertise to their work with students, regardless of their experience levels in student academic progress indicators. Furthermore, the teachers should determine how to provide them with opportunities to acquire the facts, morals, approaches, obligations, and abilities needed in sharing their experiences for schools' sound groundbreaking teaching practices and classroom appraisal structure of teachers, specifically in the lowest areas in self-assessment indicator which are working with an advanced degree of competence that sets the standard for the profession and guiding self-assessment based on professional practice. Lastly, future researchers as secondary data, especially on groundbreaking teaching practices and classroom appraisal structure of teachers in the field of education. This could also be an opening for research neophytes to generate a new path in the field of research.

CONSENT

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

ETHICAL APPROVAL

All authors hereby declare that the protocols of this study have been examined and approved by the appropriate ethics committee and have, therefore, been performed in accordance with the ethical standards laid down in the 1964 Declaration of Helsinki.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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