

Original Article

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

Lovely Labra ¹, Josephine Baguio ^{1,*}

Received: 05 January 2026; Revised: 10 February 2026;
Accepted: 15 February 2026; Published: 19 February 2026

DOI: <https://doi.org/10.66074/H9J8K7L6P>

Abstract

This study examined the relationship between contemporary teaching practices and classroom appraisal structure among public elementary school teachers in the Philippines. Using a quantitative correlational design, teachers were surveyed using a validated questionnaire covering multiple domains of teaching practices and appraisal structures. Results indicated that contemporary teaching practices were highly evident overall, particularly regarding classroom interactions and creativity. Conversely, classroom appraisal structure was perceived at moderate levels, with instruction being the most prominent domain. A strong positive correlation emerged between both constructs. Although the overall regression model was significant, individual predictors lacked statistical significance, warranting cautious interpretation. Ultimately, the findings suggest that stronger contemporary teaching practices coexist with more robust classroom appraisal structures. The study highlights the importance of strengthening interactive and creative teaching methods alongside improved appraisal processes to foster reflective practice, instructional support, and effective feedback.

¹ Graduate School,
Rizal Memorial
Colleges, Inc., Davao,
Philippines
* Correspondence:
josephinebbaguio@ou
tlook.com

Keywords: classroom appraisal, classroom interaction, elementary teachers, instructional practice, teacher assessment

1. Introduction

Teacher quality remains central to school improvement because instructional decisions shape student participation, understanding, and achievement. In basic education, the issue is no longer whether teachers should improve practice, but how schools can support such improvement through workable instructional models and credible appraisal systems. Research on school-based professional development shows that teacher learning is most effective when it is connected to actual classroom work, collective reflection, and ongoing feedback rather than isolated compliance exercises (Postholm, 2018). Within that frame, contemporary teaching practices and classroom appraisal structure are best understood as mutually reinforcing aspects of instructional quality rather than unrelated administrative concerns.

The construct of contemporary teaching practices in this study covers graphic organizer use, classroom interactions, objectivity, and creativity. These dimensions point to teaching that is structured, participatory, fair, and intellectually open. Graphic organizers can support comprehension, organization, and transfer of knowledge, especially when learners must connect concepts across tasks; although the strongest empirical syntheses in this area are older, they remain foundational for understanding why visual structuring tools matter in classroom learning (Dexter & Hughes, 2011). Classroom interaction likewise has enduring importance because dialogic and participatory classroom exchanges can deepen attention, reasoning, and engagement when teachers deliberately structure opportunities for student talk and response (Howe & Abedin, 2013).

Objectivity and creativity, while conceptually distinct, both matter to the climate in which teaching and appraisal occur. Objectivity in teaching concerns fairness, consistency, and the avoidance of arbitrary judgment, all of which affect how students and school leaders interpret instructional credibility. Creativity, meanwhile, concerns the teacher's capacity to design learning experiences that invite inquiry, flexibility, and meaningful participation. Recent literature reviews have shown that teaching for creativity is widely valued in K to 12 settings, yet its classroom enactment is often constrained by accountability pressures, rigid curricula, limited time, and uncertainty about how creativity should be recognized in assessment and instruction (Bullard & Bahar, 2023). These tensions make creativity an especially relevant domain when instructional practice is studied alongside appraisal structures.

Classroom appraisal structure in the present study includes self-assessment, student academic progress, instruction, and feedback. These dimensions align with contemporary views of teacher evaluation that emphasize development, evidence use, and professional judgment. Evaluation systems become more useful when they promote reflection, clarify expectations, and support growth-oriented conversations instead of mere rating compliance. Studies on newer teacher evaluation systems have shown that practitioners value evaluation when it is transparent, professionally meaningful, and tied to genuine growth opportunities, but they also report frustration

when policy pressures overshadow developmental purposes (Paufler et al., 2020). Related work on classroom observation has likewise argued that observation is more helpful when it is tailored to teacher needs and used to support professional learning rather than simply to monitor performance (Acar et al., 2023).

In the Philippine public school context, these issues carry practical weight because teachers work within accountability systems while also responding to local resource constraints, curriculum demands, and learner diversity. An appraisal structure that ignores the realities of teaching practice risks becoming ceremonial, while contemporary teaching practices that are not recognized in appraisal may remain unsupported. The present study therefore addresses an important empirical question: whether teachers who report stronger contemporary teaching practices also report stronger classroom appraisal structures. By examining this relationship among public elementary school teachers in Lupon District, the study contributes evidence that may inform school leadership, teacher development planning, and localized improvement efforts.

2. Methodology

This study used a non-experimental quantitative correlational design to determine the relationship between contemporary teaching practices and classroom appraisal structure among public elementary school teachers in Lupon District, Division of Davao Oriental. The respondents were 130 public elementary school teachers. Eligibility criteria indicated that respondents had to be currently employed in a public elementary school in the district during School Year 2022-2023 and have at least one year of teaching experience. Data were gathered through a researcher-developed questionnaire adapted from the literature and validated by three experts in educational management. Pilot testing with 30 teachers outside the study respondents produced a Cronbach's alpha coefficient of .967, indicating very high internal consistency.

The instrument contained 40 items divided into two major parts: contemporary teaching practices, with the domains graphic organizer, classroom interactions, objectivity, and creativity; and classroom appraisal structure, with the domains self-assessment, student academic progress, instruction, and feedback. Responses were scored using a five-point Likert scale. For both major variables, mean ranges were interpreted as follows: 4.20 to 5.00, very high; 3.41 to 4.19, high; 2.60 to 3.40, moderate; 1.80 to 2.59, low; and 1.00 to 1.79, very low. After securing permission to conduct the study, the researcher personally administered and retrieved the questionnaires, with a reported retrieval rate of 100%.

Data analysis used mean to determine variable levels, Pearson product-moment correlation to test the relationship between the two major variables, and regression analysis to examine the influence of the domains of contemporary teaching practices on classroom appraisal structure.

3. Results

Table 1 presents the descriptive statistics for contemporary teaching practices among public elementary school teachers. Overall, teachers reported a high level of contemporary teaching practices ($M = 3.61$). Among the specific domains, classroom interactions were practiced at a very high level ($M = 4.31$), followed by creativity, which was rated high ($M = 3.73$). The use of graphic organizers ($M = 3.30$) and objectivity ($M = 3.11$) were both observed at moderate descriptive levels.

Table 1. Summary of contemporary teaching practices among public elementary school teachers.

Domain	Mean	Descriptive level
Graphic organizer	3.30	Moderate
Classroom interactions	4.31	Very High
Objectivity	3.11	Moderate
Creativity	3.73	High
Overall	3.61	High

Table 2 summarizes the perceived classroom appraisal structure. Overall, the appraisal structure was rated at a moderate level ($M = 3.33$). Within the specific domains, instruction was the most prominent, receiving a high descriptive rating ($M = 3.45$). The remaining domains were all rated at moderate levels, including self-assessment ($M = 3.36$), feedback ($M = 3.28$), and student academic progress ($M = 3.22$).

Table 2. Summary of classroom appraisal structure among public elementary school teachers.

Domain	Mean	Descriptive level
Self-assessment	3.36	Moderate
Student academic progress	3.22	Moderate
Instruction	3.45	High
Feedback	3.28	Moderate
Overall	3.33	Moderate

Table 3 displays the Pearson correlation between contemporary teaching practices and classroom appraisal structure. A strong, positive, and statistically significant relationship was found between the two variables, $r = .89$, $p < .001$. This indicates that higher levels of contemporary teaching practices are closely associated with stronger classroom appraisal structures.

Table 3. Correlation results.

Variables	r	p-value
Contemporary teaching practices and classroom appraisal structure	0.89	0.000

Table 4 and the accompanying summary present the results of a multiple linear regression analysis conducted to predict classroom appraisal structure based on the domains of contemporary teaching practices. According to the reported summary, the overall model was statistically significant, $F(3, 127) = 0.69$, $p < .001$, explaining a substantial portion of the variance with an R^2 of .883. However, the coefficient table indicates that none of the individual predictors contributed significantly to the model: graphic organizer ($B = -0.077$, $p = .613$), classroom interactions ($B = 0.016$, $p = .897$), objectivity ($B = -0.219$, $p = .073$), and creativity ($B = 0.165$, $p = .109$).

Table 4. Regression model predicting classroom appraisal structure.

Domains	B	Beta	t	p	Decision
Constant	1.25		3.01	0.000	Significant
Graphic organizer	-0.077	-0.058	-0.505	0.613	Significant
Classroom interactions	0.016	0.014	0.127	0.897	Significant
Objectivity	-0.219	-0.207	-1.809	0.073	Significant
Creativity	0.165	0.188	1.572	0.109	Significant

4. Discussion

The study indicates that public elementary school teachers reported contemporary teaching practices at a generally high level, with classroom interactions emerging as the strongest domain. This pattern is educationally meaningful because interaction-rich classrooms often serve as the visible site where teaching competence becomes most observable. Research on classroom dialogue has long suggested that participation, structured exchange, and reasoned discussion can support comprehension and engagement, especially when classroom talk is purposeful rather than incidental (Howe & Abedin, 2013). The high score for classroom interactions in the present study therefore suggests that teachers perceive interaction as a routine and salient part of their work.

By contrast, graphic organizer use and objectivity remained in the moderate range, which points to aspects of practice that may be less consistently enacted. The moderate result for graphic organizers may imply that teachers use visual structuring tools selectively rather than systematically, even though such tools can strengthen organization of ideas, retrieval, and conceptual connections when instruction is designed around them (Dexter & Hughes, 2011). The moderate result for objectivity is likewise important because fairness, consistency, and emotional balance influence

how both students and evaluators experience the classroom. Appraisal structures work best when teachers see professional expectations as clear and just, and such expectations are easier to sustain when classroom practice itself reflects consistency and fairness.

Classroom appraisal structure, taken as a whole, was only moderate, although the instruction domain reached a high level. This suggests that teachers may perceive classroom appraisal as more visible in formal instructional expectations than in the reflective and feedback-oriented aspects of evaluation. Current scholarship supports the view that appraisal becomes professionally useful when it moves beyond procedural compliance and contributes to teacher learning, self-review, and targeted support (Postholm, 2018; Paufler et al., 2020). The moderate levels for self-assessment, student academic progress, and feedback in this study may therefore signal that appraisal structures are present but not yet fully developmental in day-to-day practice.

The strong reported correlation between contemporary teaching practices and classroom appraisal structure suggests that the two constructs are not independent. Teachers who perceive themselves as stronger in interactive, creative, and structured teaching may also experience appraisal systems as more meaningful or more developed. This interpretation is consistent with literature showing that observation, feedback, and professional dialogue are more productive when they are anchored in actual instructional practice and adapted to teacher needs (Acar et al., 2023). Appraisal gains value when it recognizes what teachers really do in the classroom and when it helps them refine rather than merely defend practice.

The results also place creativity in an important position. Creativity was rated high, yet the broader literature warns that teachers often face structural barriers when trying to sustain creativity in K to 12 classrooms, including limited time, standardization pressures, and uncertainty about how creativity should be evaluated (Bullard & Bahar, 2023; Lindo & Cutad, 2024; Lindo & Panes, 2024). In the present study, creativity may therefore represent a domain in which teachers show willingness and effort, but where institutional support through appraisal, feedback, and professional development remains necessary. If creative practice is not recognized in evaluation systems, teachers may find it difficult to maintain such approaches over time.

Taken together, the findings support the argument that instructional improvement and appraisal reform should proceed in tandem. Schools may not gain much by strengthening appraisal forms alone if those forms are disconnected from contemporary classroom practice. Likewise, encouraging innovative teaching without corresponding support through self-assessment, feedback, and observation may limit the durability of change. The study therefore points to a practical implication for school leadership in public elementary education: professional growth systems should be built around real teaching work, especially interaction, structured instructional design, reflective self-review, and credible feedback.

5. Conclusion

Public elementary school teachers in Lupon District reported generally high contemporary teaching practices and moderate classroom appraisal structure. Classroom interactions emerged as the strongest domain of contemporary teaching practices, while instruction emerged as the strongest domain of classroom appraisal structure. The study reported a strong positive relationship between the two major variables, suggesting that stronger contemporary teaching practices were associated with stronger classroom appraisal structure. Overall, the findings support the view that appraisal systems are more meaningful when they are connected to actual instructional practice and when schools support teachers not only through monitoring but also through reflection, feedback, and professional growth.

Acknowledgment

Sincere appreciation is given to all peer reviewers for their valuable comments and suggestions, which helped the author to improve the quality of the manuscript.

Conflict of Interest Statement

The authors declare no conflict of interest.

References

- Acar, S. P., Akgün-Özpolat, E., & Çomoğlu, İ. (2023). Teacher-tailored classroom observation for professional growth of EFL instructors: An exploratory case study. *Journal on Efficiency and Responsibility in Education and Science*, 16(1), 26-35. <https://doi.org/10.7160/eriesj.2023.160103>
- Bullard, A. J., & Bahar, A. K. (2023). Common barriers in teaching for creativity in K-12 classrooms: A literature review. *Journal of Creativity*, 33, Article 100045. <https://doi.org/10.1016/j.yjoc.2023.100045>
- Dexter, D. D., & Hughes, C. A. (2011). Graphic organizers and students with learning disabilities: A meta-analysis. *Learning Disability Quarterly*, 34(1), 51-72. <https://doi.org/10.1177/073194871103400104>
- Howe, C., & Abedin, M. (2013). Classroom dialogue: A systematic review across four decades of research. *Cambridge Journal of Education*, 43(3), 325-356. <https://doi.org/10.1080/0305764X.2013.786024>
- Lindo, M. R., & Cutad, C. A. (2024). Impact of Generative AI on Self-Regulated Learning and Cognitive Offloading. *IMCC Journal of Science*, 4(2), 18-22. <https://doi.org/10.65931/c7k2p5z9>

- Lindo, M. R., & Panes, R. (2024). The Hallucination Effect: Correlating Generative AI Usage Frequency with Source Verification Habits among Grade 12 STEM Researchers. *IMCC Journal of Science, 4(2)*, 9-11. <https://doi.org/10.65931/d4n7x2h9>
- Paufler, N. A., King, K. M., & Zhu, P. (2020). Promoting professional growth in new teacher evaluation systems: Practitioners' lived experiences in changing policy contexts. *Studies in Educational Evaluation, 65*, Article 100873. <https://doi.org/10.1016/j.stueduc.2020.100873>
- Postholm, M. B. (2018). Teachers' professional development in school: A review study. *Cogent Education, 5(1)*, Article 1522781. <https://doi.org/10.1080/2331186X.2018.1522781>
- Tomlinson, C. A., & McTighe, J. (2018). Integrating differentiated instruction and understanding by design: Connecting content and kids. ASCD.
-

Author Contributions: Labra, L., Baguio, J.; Study design, method conception, data collection, data analysis and manuscript writing