

Effectiveness of Lesson Exemplars on the Work Performance of Teachers in Public Elementary Schools

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Abstract

This study examined the effectiveness of lesson exemplars on the work performance of public elementary school teachers in the Jalajala District, Schools Division Office of Rizal during the School Year 2025–2026. Eight schools participated, with 141 teacher-respondents out of a total population of 154. Respondents were described by age, sex, civil status, educational attainment, position title, length of service, and in-service trainings. A descriptive survey research design and documentary analysis were employed. Data were gathered using a researcher-made questionnaire-checklist assessing perceived effectiveness of lesson exemplars in motivational, instructional, and evaluation skills. Teachers' work performance was measured through their Individual Performance Commitment and Review (IPCR) results for 2024–2025. Findings revealed that lesson exemplars are highly effective in enhancing teachers' motivational, instructional, and evaluation skills. Perceptions of effectiveness varied significantly by age, educational attainment, length of service, position title, and in-service trainings, but not by sex or civil status. Teachers' work performance was very satisfactory, and a significant correlation was found between perceived effectiveness of lesson exemplars and work performance. The study concluded that professional characteristics influence perceived effectiveness of lesson exemplars, which is associated with improved teacher performance. It is recommended that administrators offer targeted professional development, encourage refinement and sharing of lesson exemplars, and integrate teacher feedback in exemplar design. Further studies considering additional variables are suggested.

Keywords: Lesson exemplars, teacher performance, public elementary schools, motivational skills, instructional skills, evaluation skills

1. Introduction

Education occupies a central place in Philippine political, economic, social, and cultural life. As enshrined in Article XIV, Section 5 of the 1987 Philippine Constitution, the State is mandated to consider regional and sectoral needs and to encourage local planning in the development of educational policies and programs. This constitutional directive underscores the transformative power of education in nation-building and sustainable development. In response to evolving global and national demands, the Department of Education continues to refine the basic education curriculum through policy reforms such as DepEd Order No. 10, s. 2024, which institutionalizes the MATATAG Curriculum. The MATATAG framework positions teachers at the forefront of curriculum implementation, emphasizing alignment of lesson plans with standards, competencies, contextualized pedagogies, and meaningful assessments.

Quality education depends largely on teachers' pedagogical competence and their capacity to translate curricular standards into effective classroom practices. Lesson planning is therefore a fundamental professional responsibility. In public elementary schools, lesson exemplars are utilized as structured instructional guides intended to model effective teaching strategies, promote inclusive practices, and enhance learner outcomes. These exemplars provide detailed descriptions of objectives, content, procedures, assessment strategies, and reflections. They serve as reference materials, particularly for teachers who are newly hired, reassigned, or handling unfamiliar subject areas. Disseminated through digital platforms and learning resource systems, lesson exemplars aim to ensure consistency, quality, and alignment with curriculum standards across schools.

Existing studies affirm the pedagogical value of exemplars in improving both teaching and learning processes. Dixon (2021) emphasized that exemplars can cultivate students' self-regulation when intentionally integrated into instruction, though educators often underutilize their potential to explicitly develop evaluative judgment. Panadero (2021), through a systematic review, reported that exemplars combined with rubrics and self-assessment strategies enhance students' understanding of standards and academic performance. Carless (2021) theorized that dialogic and mediated

approaches to exemplar use maximize learning benefits, although classroom realities may constrain their full implementation. Paulsen (2021) highlighted that even high-quality instructional materials may fail to produce meaningful impact when not implemented with fidelity and sufficient teacher support. Chong (2021) further noted that interactive strategies surrounding exemplar use strengthen learners' evaluative judgment and engagement.

In the Philippine context, several empirical investigations have demonstrated that well-developed lesson exemplars contribute to improved student mastery, motivation, and teacher pedagogical competence. Studies by Mestiola (2022), Jaca (2021), Sumido (2022), Mirana (2021), Manicio (2023), Verano (2024), Fulay (2021), Alamo (2022), and Ereje (2021) revealed positive outcomes associated with the development, validation, and implementation of lesson exemplars across various subject areas and grade levels. These investigations underscored the importance of contextualization, differentiated instruction, technological integration, and professional collaboration in maximizing instructional effectiveness.

However, a significant gap remains. While numerous studies have concentrated on student achievement, mastery levels, or the development and validation of lesson exemplars, limited attention has been given to examining their direct influence on teachers' overall work performance, particularly in public elementary school settings. Furthermore, many investigations utilized experimental or developmental designs, leaving a need for descriptive research that captures teachers' perceptions and actual performance outcomes in real-world school environments.

Researcher observations reveal that despite the availability of lesson exemplars, teachers encounter challenges in implementation. These include time constraints due to administrative and ancillary duties, limited training on effective adaptation strategies, insufficient feedback mechanisms, classroom management concerns, and difficulty addressing diverse learner needs. Although exemplars are designed to support instructional delivery, inconsistent utilization and contextual barriers may hinder their intended impact on teacher effectiveness and professional performance.

In light of these considerations, this study was conceived to determine the level of effectiveness of lesson exemplars on the work performance of teachers in public elementary schools. By addressing the identified gaps and contextual challenges, the study seeks to provide empirical evidence that may inform policy enhancements, targeted professional development programs, and strengthened implementation strategies aligned with the objectives of the MATATAG Curriculum.

2. Materials and methods

2.1 Research Design

This study applied the descriptive method of research utilizing a questionnaire-checklist as the tool in gathering pertinent data.

2.2 Research Setting

This study was conducted in public elementary schools in Jalajala District, Schools Division Office of Rizal. These include Bagumbong Elementary School, Bayugo Elementary School, Lubo Elementary School, Pagkalinawan Elementary School, Palaypalay Elementary School, Punta Elementary School, Jalajala Elementary School and Sipsipin Elementary School. These schools offer complete elementary education from kindergarten level to grade six level

2.3 Respondents

The respondents of the study included the total population of teachers in public elementary schools in Jalajala District. However, out of 154 teachers, only 141 teachers responded for some unavoidable reasons. They were described in terms of age, sex, civil status, educational attainment, length of service, position title and in-service trainings attended.

2.4 Research Instruments

The study utilized a researcher-made questionnaire-checklist to gather the necessary data. Part I elicited the respondents' demographic profile, including age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. Part II measured the level of effectiveness of lesson exemplars on teachers' work performance in terms of motivational skills, instructional skills, and evaluation skills, with ten (10) items for each domain, totaling thirty (30) items. Responses were rated using a five-point Likert scale ranging from 1 (Least Effective) to 5 (Very Much Effective), with corresponding verbal interpretations. To determine teachers' level of work performance, their latest Individual Performance Commitment and Review (IPCR) ratings were obtained and interpreted using a five-point scale from Poor to Outstanding. For validation, the questionnaire-checklist underwent content validation by experts in research and education, including the thesis adviser, statistician, dean, professorial lecturers, school principal, and master teacher.

Their feedback and recommendations were incorporated to refine and finalize the instrument, ensuring its clarity, relevance, and alignment with the objectives of the study..

2.5 Data Collection

The study was conducted following a structured Gantt Chart of Activities, beginning with the formulation of the research problem and concluding with the revision and submission of the final manuscript. After the instrument was validated, permission to conduct the study was obtained from the Office of the Schools Division Superintendent, and the questionnaire-checklist was administered to the respondents in accordance with the Data Privacy Act of 2012. Upon retrieval, the data were encoded and analyzed using the Statistical Package for Social Sciences (SPSS). Based on the interpreted results, the summary of findings, conclusions, and recommendations were formulated. The manuscript underwent oral defense, after which revisions were made incorporating the feedback of the examination committee. The final manuscript was subjected to an anti-plagiarism check, and hardbound copies were submitted to the Office of the Graduate Studies Program and other relevant offices.

2.6 Data Analysis

For the analysis and interpretation of the data, appropriate statistical tools were employed. Frequency, percentage, and rank distribution were used to describe the profile of the respondents according to the selected variables. The weighted mean was applied to determine the level of effectiveness of lesson exemplars on teachers' performance in terms of motivational skills, instructional skills, and evaluation skills, as perceived by the respondents. To test whether a significant difference existed in the perceived level of effectiveness of lesson exemplars when respondents were grouped according to their profile variables, one-way Analysis of Variance (ANOVA) was utilized. The level of teachers' work performance, based on their Individual Performance Commitment and Review (IPCR) ratings, was analyzed using mean, standard deviation, frequency, and percentage distribution. Finally, correlation analysis was employed to determine whether a significant relationship existed between the perceived effectiveness of lesson exemplars and the teachers' level of work performance.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Respondents

As shown in the table, out of 141 teachers, 30.5% are 41-50 years old, 29.1% are 31-40 years old, 26.2% are 21-30 years old, and the rest are with ages 51 years old and above with 14.2%. Majority of them are females with 85.8% and married with 80.2 %. As regards civil status, most of them are married, with 113 or 80.2 percent. In terms of educational attainment, 36.2% are Bachelor's degree holders, 31.9% have earned units in master's degree, 27% are Master's degree holders and the rest have finished their doctorate degree, and a few have earned units in the Doctorate degree. With regard to their length of service, 31.2% have been in the service for 5-9 years, 20.6% have been teaching below 5 years and the rest have been teaching for 10 years and above. As regards to their position title, 48.2 % are Teacher I, 26.2% are Teacher III, 17.7% are Teacher II and the rest are Master teachers. In terms of in-service trainings attended, 31.2% have attended in the Division level, 19.1 % in the regional level, 17.7% in the national level, and the rest have attended in the school level and international level respectively.

Table 1: Profile of the Respondents in Terms of the Selected Variables

Age	frequency	Percent	Rank
51 years old and above	20	14.2	4
41-50 years old	43	30.5	1
31-40 years old.	41	29.1	2
21-30 years old	37	26.2	3
Total	154	100.0	
Sex			
Male	20	14.2	2
Female	121	85.8	1
Total	141	100.0	

Civil Status			
Single	24	17.0	2
Married	113	80.2	1
Separated/Annulled	1	.7	4
Widow/Widower	3	2.1	3
Total	141	100.0	
Educational Attainment			
Doctorate Degree	5	3.5	4
MA with Doctoral Units	2	1.4	5
Masters' Degree	38	27.0	3
Bachelors With MA units	45	31.9	2
Bachelor's Degree	51	36.2	1
Total	141	100.0	
Length of Service			
25 years and above	21	14.9	3
20-24 years	14	9.9	6
15-19 years	18	12.8	4
10-14 years	15	10.6	5
5-9 years	44	31.2	1
Below 5 years	29	20.6	2
Total	141	100.0	
Position Title			
Master Teacher II	4	2.8	5
Master Teacher I	7	5.0	4
Teacher III	37	26.2	2
Teacher II	25	17.7	3
Teacher I	68	48.2	1
Total	141	100.0	
In-Service Trainings Attended			
International Level	8	5.7	6
National Level	25	17.7	3
Regional Level	27	19.1	2
Division Level	44	31.2	1
District Level	14	9.9	5
School Level	23	16.3	4
Total	141	100.0	

3.2. Level of Effectiveness of Lesson Exemplars on the Work Performance of Teachers as Perceived by Themselves with Respect to the Different Aspects

As shown in the table, the composite weighted mean obtained is 4.62 with all items interpreted Very Much Effective. First and second in ranks are Motivational Skills and Evaluation Skills with overall weighted means of 4.65 and 4.63 respectively. Last in rank is Instructional skills with an overall weighted mean of 4.57. It could be deduced from the results that lesson exemplars are very much effective on the motivational skills, instructional skills and evaluation skills of teachers. This means that exemplars help teachers clearly communicate expectations to students, saving time and effort on explaining complex concepts or tasks. Findings imply that exemplars can serve as models for evaluating student work, making grading more consistent and efficient. By providing concrete examples of what constitutes high-quality work, teachers can provide more targeted and effective feedback to students. Using exemplars can boost teacher confidence, as they can be sure that students understand the expectations and standards. This is aligned with the ideas of Dutton (2024), lesson exemplars are effective in enhancing teachers' performance by acting as a framework for effective teaching, encouraging reflection and feedback, and improving their capacity to design and present cohesive lessons. They assist educators in grasping expectations, enhancing their instructional planning and execution, and offer a foundation for cultivating evaluative judgment and promoting ongoing learning.

Table 2: Level of Effectiveness of Lesson Exemplars on the Work Performance of Teachers as Perceived by Themselves with Respect to the Different Aspects

Aspects	W $\bar{X}$	Verbal Interpretation	Rank
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Motivational Skills	4.65	Very Much Effective	1
Instructional Skills	4.57	Very Much Effective	3
Evaluation Skills	4.63	Very Much Effective	2
Composite W$\bar{X}$	4.62	Very Much Effective	

3.3. Significant Difference on the Level of Effectiveness of Lesson Exemplars on the Work Performance of Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

As reflected in the table, the F-test results revealed that the probability values for age, educational attainment, length of service, position title, and in-service trainings attended were all less than .05. Hence, the null hypothesis was rejected, indicating a significant difference in teachers' perceptions of the effectiveness of lesson exemplars on their work performance when grouped according to these variables. These findings suggest that professional qualifications and experiences influence how teachers perceive and utilize lesson exemplars. Higher educational attainment may strengthen pedagogical knowledge and theoretical grounding; longer years of service may enhance instructional expertise and classroom management; higher position titles may reflect broader leadership responsibilities; and participation in in-service trainings may update teachers' instructional strategies. Collectively, these factors contribute to variations in how lesson exemplars are perceived in relation to motivational, instructional, and evaluation skills. Conversely, the probability values for sex and civil status were greater than .05, leading to the acceptance of the null hypothesis for these variables. This indicates that teachers' perceptions of the effectiveness of lesson exemplars do not significantly differ based on sex or civil status. The findings imply that professional development variables, rather than personal demographic characteristics, shape teachers' views on instructional tools. These results align with the study of Verano (2024), which found that certain personal attributes were not significantly related to teachers' level of teaching competence, further emphasizing that professional growth factors play a more substantial role in influencing instructional effectiveness.

Table 3: Result of the F-test on the Significant Difference on the Level of Effectiveness of Lesson Exemplars on the Work Performance of Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Motivational Skills	4.461	0.043	Rejected	Significant
Instructional Skills	5.222	0.009	Rejected	Significant
Evaluation Skills	7.649	0.005	Rejected	Significant
Sex				
Motivational Skills	1.433	0.912	Accepted	Not Significant
Instructional Skills	1.098	0.921	Accepted	Not Significant
Evaluation Skills	1.726	0.365	Accepted	Not Significant
Civil Status				
Motivational Skills	1.263	0.843	Accepted	Not Significant
Instructional Skills	1.222	0.343	Accepted	Not Significant
Evaluation Skills	1.366	0.722	Accepted	Not Significant
Educational Attainment				
Motivational Skills	4.671	0.046	Rejected	Significant
Instructional Skills	6.653	0.009	Rejected	Significant
Evaluation Skills	8.110	0.006	Rejected	Significant
Length of Service				
Motivational Skills	6.522	0.001	Rejected	Significant
Instructional Skills	9.832	0.003	Rejected	Significant
Evaluation Skills	8.712	0.032	Rejected	Significant
Position Title				
Motivational Skills	5.721	0.012	Rejected	Significant
Instructional Skills	3.739	0.023	Rejected	Significant
Evaluation Skills	6.622	0.012	Rejected	Significant
In- Service Trainings Attended				
Motivational Skills	5.454	0.022	Rejected	Significant
Instructional Skills	7.028	0.013	Rejected	Significant
Evaluation Skills	4.194	0.006	Rejected	Significant

3.4. Level of Work Performance of Teachers as Revealed by the Results of Their Individual Performance Commitment and Review

It could be gleaned from the table that the majority of teachers (84.4%) have a Very Satisfactory performance rating and a small percentage of teachers (12.1%) have an Outstanding performance rating. The mean rating obtained is 4.30 interpreted Very Satisfactory. The highest rating obtained is 4.74 while the lowest rating obtained is 3.46. The computed standard deviation is .391 which indicates the homogeneity among the performance of teachers. The findings suggest that the overall work performance of teachers is Very Satisfactory. The narrow range of ratings (3.46-4.74) and low standard deviation (0.391) indicate a relatively consistent level of performance among teachers. Findings imply that teachers demonstrate positive actions and attitudes during teaching, including lesson planning, instructional delivery, and student engagement techniques. They possess the knowledge, skills, and capabilities teachers to carry out their duties effectively. They are committed to continuous learning, self-improvement, and staying current with educational trends and approaches. This is in relation with the discussion of Quillotes (2022), exemplary lesson plans, can positively impact teachers' performance by providing models of effective teaching practices, enhancing their skills, and potentially leading to improved student learning outcomes. Lesson exemplars offer teachers concrete examples of how to implement specific teaching strategies, address diverse learning needs, and engage students effectively.

Table 4: *Level of Work Performance of Teachers as Revealed by the Results of Their Individual Performance Commitment and Review*

Grade	Verbal Interpretation	f	%
4.50 – 5.00	Outstanding	17	12.1
3.50 – 4.49	Very Satisfactory	119	84.4
2.50 – 3.49	Satisfactory	5	3.5
Total		141	100
Highest Rating			4.74
Lowest Rating			3.46
Mean		4.30 – Very Satisfactory	
Standard Deviation			0.391

3.5. Significant Relationship Between the Perceived Level of Effectiveness of Lesson Exemplars and Teachers' Level of Work Performance

As depicted in the table, with respect to motivation skills and instructional skills, the test of relationship reveals high correlation coefficients with probability values less than .05. Similarly, with respect to evaluation skills, the r-value is .698 with a probability value of .012. This rejects the null hypothesis stating that there is no significant relationship between the perceived level of effectiveness of lesson exemplars and level of work performance of teachers. Motivation, instructional and evaluation skills are important because they enhance teaching effectiveness. Motivation skills engage pupils, instructional skills ensure clear and engaging lessons, and evaluation skills help assess understanding and improve teaching strategies. These skills lead to better pupils learning and improved teacher performance. Findings indicate that level of work performance of teachers is significantly related to the perceived effectiveness of lesson exemplars. This means that work performance of teachers is positively influenced by the effectiveness of lesson exemplars utilized by teachers. Findings imply that teacher's perceived effectiveness of lesson exemplars is positively correlated with their level of performance. Teachers who perceive lesson exemplars as useful for achieving their goals often have higher performance, as exemplars can provide clear examples of desired quality, aid in planning, and help teachers adapt instruction to student needs. This relationship suggests that viewing and using exemplars effectively can be a component of a high-performing teacher's practice, particularly when they are used to improve lesson planning and student engagement. This conforms with the citation of Draper (2023), that teachers can use exemplars as a source of inspiration and a resource for designing their own lessons, adapting them to meet the specific needs of their students. Lesson exemplars positively impact teachers by enhancing their ability to plan and deliver effective instruction, improve student performance, and develop their own assessment literacy. They serve as concrete examples that help teachers align their teaching to standards, provide clearer feedback, and refine their strategies based on student performance data.

Table 5: *Computed r-Values on the Significant Relationship Between the Perceived Level of Effectiveness of Lesson Exemplars and Teachers' Level of Work Performance*

Aspects	r-values	p-values	Ho	Verbal Interpretation
Motivation Skills	0.743	0.025	Rejected	Significant
Instructional Skills	0.849	0.021	Rejected	Significant
Evaluation Skills	0.698	0.012	Rejected	Significant

4. Conclusion & Recommendations

The study concluded that teachers' age, educational attainment, length of service, position title, and in-service trainings attended significantly influence their perceived effectiveness of lesson exemplars in enhancing motivational, instructional, and evaluation skills. These professional factors contribute to differences in how teachers assess and utilize lesson exemplars in relation to their work performance. However, sex and civil status do not significantly affect teachers' perceptions, indicating that personal demographic characteristics are not determining factors in evaluating the effectiveness of lesson exemplars.

Moreover, the findings revealed a significant association between teachers' work performance and their perceived effectiveness of lesson exemplars. This implies that when teachers view lesson exemplars as effective tools in supporting motivation, instruction, and evaluation, their overall performance tends to improve. In light of these results, strengthening professional development initiatives, encouraging collaboration among teachers, implementing the proposed action plan, and conducting further related studies are recommended to enhance instructional effectiveness and teacher performance.

Compliance with ethical standards

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