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Harnessing Elementary Teachers' Teaching Methods Through the Lens of Result-Based Performance Management System Rpms

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ABSTRACT

This study explored how elementary teachers apply various teaching methods and how these align with the Results-Based Performance Management System (RPMS). Through quantitative approaches, it examined strategies like lecture, collaborative learning, inquiry-based learning, and differentiated instruction. Findings revealed that teachers consistently use diverse methods to meet learners' needs, with collaborative and differentiated approaches showing strong impact. The RPMS framework served as an effective tool for evaluating teaching performance and guiding professional growth. Ultimately, the study highlights the importance of reflective teaching practices and continuous improvement to ensure quality education in today's dynamic classroom setting.

The findings revealed that among the four methods, only collaborative learning showed a statistically significant and positive influence on performance ratings, suggesting that interactive and student-centered strategies are more aligned with the expectations of RPMS. Lecture methods, inquiry-based learning, and differentiated instruction did not show significant impacts, which may be due to implementation challenges or misalignment with performance indicators. The overall model was statistically significant, indicating that teaching methods, to some extent, do influence teacher performance ratings. This study highlights the importance of empowering teachers with professional development focused on effective, student-centered approaches like collaborative learning. It also suggests that while traditional and innovative strategies have value, their impact on performance evaluations depends largely on how well they are aligned with current assessment standards. Support and training are key to bridging this gap.

Keywords: Elementary teachers' teaching methods, harnessing, lens, Results-Based Performance Management System

INTRODUCTION

The Results-Based Performance Management System (RPMS) is a tool introduced by the Department of Education (DepEd) in the Philippines to ensure that teacher performance is aligned with the Philippine Professional Standards for Teachers (PPST). It aims to enhance the quality of basic education by setting clear performance indicators and requiring measurable outputs known as Means of Verification (MOVs). The system was developed in line with the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS), which promotes accountability and continuous improvement in the public sector (Brillantes & Fernandez, 2021).



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While the RPMS presents a structured approach to evaluating teaching performance, its implementation has surfaced various challenges, particularly among public school teachers. Common issues include insufficient orientation and training, difficulty in understanding the indicators, and the pressure of completing numerous documentation requirements. Reyes and Gozum (2018) found that many teachers experience stress and burnout due to the heavy workload and time-consuming nature of the RPMS process. Moreover, inconsistencies in interpretation and rating systems among school heads have led to questions about the fairness and objectivity of the evaluations (Almonte & Salvador, 2019).

The existing research gaps for the study of challenges raise important questions about the effectiveness of RPMS as a performance management tool. If not addressed, these issues may hinder the professional growth of teachers and negatively impact the quality of teaching and learning in schools. This study, therefore, aims to explore the specific challenges faced by teachers in the implementation of RPMS, with the goal of identifying areas for improvement and recommending practical solutions to make the system more teacher-friendly and supportive of their professional development (Vaughn, 2016).

In recent years, the Result-Based Performance Management System (RPMS) has become popular and comprehensive. It helps evaluate, improve, and use educational methods (Monares & Dasig, 2024). The Philippine Department of Education described the RPMS in 2015 as a rigorous process that sets goals, evaluates performance, provides feedback, and improves educator abilities to improve educational quality (Gecolea, 2019). This management approach is used in many educational systems worldwide to align instructional methods with learning objectives. RPMS's ability to improve instructional quality offers educators, policymakers, and educational researchers a chance to learn (Mamauag, 2022).

This study argues that RPMS can improve teaching approaches and increase instructional delivery evaluation (Ormilla, 2021). The RPMS framework encourages educators to self-reflect on their teaching practices to identify areas for improvement and take proactive steps to improve them (Harris & Sass, 2011). The extent to which RPMS affects instructional delivery assessment and student learning outcomes is still being studied.

This study examines the intricate relationship between RPMS (Results-Based Performance Management Systems) and instructional methods to fill a gap in academic literature. The study will focus on how RPMS can improve instructional delivery assessment. A complete analysis of how RPMS affects teaching methods, instructional evaluation, and student learning outcomes is the goal of this study.

METHODS

Research Design

This research made use of descriptive-quantitative method, collecting data on a relatively modest scale. Further, descriptive-quantitative approach was made to do such assessment or evaluation of a certain problem. This approach involved using varied strategies, techniques, and assumptions to study psychological processes by exploring numerical patterns. It allows for the collection and analysis of numerical data to draw such conclusions and generalize about the population being studied.

Locale of the Study

The study taken place within the Elementary Schools of the 1st Congressional District of the Province of Cotabato: Pigcawayan, Pikit, Alamada, Libungan, Midsayap, and Aleosan (PPALMA). Additionally, in determining the equal numbers of teachers to be represented by the participating schools in the district, Slovin's Formula was used.

The 1st District of North Cotabato, also known as Cotabato's First Congressional District, is one of the



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three legislative districts in the province of Cotabato, located in Region XII (SOCCSKSARGEN), Philippines. This district includes the municipalities of Alamada, Aleosan, Banisilan, Libungan, Midsayap, Pigcawayan, and Pikit. These areas are mostly agricultural, with vast rice fields, corn plantations, and coconut farms. The district is known for its vibrant farming communities and serves as a key contributor to the province's agricultural output.

Culturally and geographically diverse, the 1st District is home to a mix of ethnic groups including Cebuano, Ilocano, Maguindanaon, and Iranun communities. It features scenic landscapes such as hills, rivers, and natural springs. Over the years, the district has made progress in education, infrastructure, and local governance. However, like many parts of Mindanao, it also faces challenges related to peace and development due to its proximity to historically conflict-affected areas. Despite this, the people of the 1st District continue to work towards sustainable growth and community resilience.

Respondent of the Study

In this study, there are 215 respondents from 1st Congressional District Municipalities particularly in Alamada, Libungan, and Pigcawayan.

Sampling Procedure

The sampling procedure for this study employed a stratified random sampling technique Creswell (2021). The population of interest includes public school teachers from the 1st District of North Cotabato. To ensure that the sample reflects the diverse characteristics of the teacher population, the stratification based on the school location (urban or rural), teaching level of and subject taught. These categories are expected to have varying experiences with teaching methods and RPMS implementation, which allowed for a more comprehensive understanding of the issues at hand.

Once the strata are identified, a random selection of teachers was made from each category, with proportional representation to maintain the balance of characteristics within the population. The sample size determined using a confidence level of 95% and a margin of error of 5%, based on the total number of teachers in the 1st District, which is approximately 500. This result in a sample size of around 215 teachers, ensuring statistical relevance. Teachers invited to participate through official invitations from the school administration, and their participation was voluntary.

Research Instrument

In the conduct of the study, the RPMS Evaluation tool was the instrument of the study focusing on the level of the teaching method used and the performance rating of the teachers. As such, for the qualitative method, mobile phones, voice or video recorder, and any recording materials utilized to capture the narrative quos of the respondents.

The first part of the instrument measured the competency level of teachers.

For the purpose of this study, the IPCRF rating tool was adopted as it provides quantifiable data on teacher performance and reflects the effectiveness of their teaching methods. The instrument includes a rubricbased scoring system, which rates teachers on a scale from 1 (Poor) to 5 (Outstanding) for each indicator. Since it is a DepEd-mandated tool, it ensures reliability and validity, having undergone national validation and implementation in public schools (Department of Education, 2020). Data were collected from existing IPCRF records with permission from school heads and concerned teachers, ensuring ethical standards and confidentiality.

Data Collection and Procedure

The researchers drafted a letter to the Schools Division Superintendent relevant to the conduct of the study. Upon approval, the identification of informants and participants are done. Next, they are informed, and



their participation is asked. The Consent-to-participate form is given to them, and they affixed their signature where it signifies their full participation.

Data Analysis

The following were the statistical tools to be used: Mean, this tool used to evaluate the set of data given in the study to have comparison. Pearson-or Correlation, this was used to determine the relationship and influence of the variables used in the study.

Ethical Considerations

The researchers considered all 10 aspects of the ethical considerations (Cacciatollo, 2015) as stipulated below:

The researchers considered all ten aspects of ethical research as outlined by Cacciattolo (2015) to ensure the integrity and credibility of the study. First and foremost, participants were provided with a detailed explanation of the study's purpose, objectives, and processes through an informed consent form. Their participation was entirely voluntary, and they were made aware that they could withdraw from the study at any point without any repercussions. This upheld the principles of informed consent and voluntary participation.

To protect the identities of the participants, strict confidentiality and anonymity were maintained throughout the research. No names or personal information were included in any documentation or reports. The responses were coded and handled in such a way that the identities of the participants could not be traced. The researchers ensured that participants' privacy was respected at all times, and data were stored securely to avoid unauthorized access.

The study was carefully designed to minimize any potential psychological, emotional, or professional harm. Sensitive topics were approached with caution, and participants were given the option to skip any questions they were uncomfortable answering. Furthermore, participants had the right to review their responses and were assured of their right to withdraw from the study if they felt the need to do so at any stage of the data collection process.

The researchers also maintained honesty and transparency in reporting the results. Data were presented truthfully, with no manipulation or misrepresentation. In addition, proper citation and acknowledgment of all sources were observed to uphold respect for intellectual property and avoid plagiarism. Every reference, whether from published literature or individual contributions, was properly credited.

Finally, prior to the actual conduct of the study, necessary permissions were obtained from the appropriate school authorities. The research adhered to institutional guidelines and protocols, ensuring it was carried out ethically and professionally. These ethical considerations guided the entire research process and guaranteed the protection, respect, and dignity of all participants involved.

RESULTS AND DISCUSSIONS

This chapter provides the presentation, analysis, and interpretation of the data collected and a discussion of the statistical findings of this study titled: Harnessing Elementary Teachers teaching Methods through the Lens of Result-Based Performance System (RPMS).

Level of the Different Teaching Methods Used by the Teachers

The summary of the data presented in the appendices reveals a strong and consistent use of varied teaching methods by the teachers. All four methods Lecture Method, Collaborative Learning, Inquiry-Based Learning, and Differentiated Instruction. The overall mean of 4.74, interpreted as "Always," clearly reflects a strong commitment from teachers to deliver quality, engaging, and inclusive instruction. These



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figures indicate that teachers are not only aware of the importance of these strategies but are also consistently applying them in their day-to-day instruction.

This balanced use of various teaching strategies ensures that learners are given multiple opportunities to understand concepts, collaborate with peers, explore through inquiry, and receive instruction tailored to their individual needs. These practices are strongly aligned with the goals of the RPMS, which encourages dynamic, learner-centered teaching that supports the holistic development of every student. Ultimately, this summary shows that teachers are actively embracing innovative and effective teaching methods to enrich learning experiences and improve student outcomes.

A study by García-Morales et al. (2020) found that classrooms that regularly implemented collaborative learning activities reported higher student satisfaction and stronger classroom climate. These findings suggest that collaboration not only benefits academic performance but also enhances students' overall school experience.

Table 1. Level of the different teaching methods used by the teachers in terms of lecture methods,
Collaborative learning, Inquiry-Based Learning, and Differentiated Instruction.

Teaching Methods		Means	Verbal Description
Lecture Method		4.76	Always
Collaborative Learning		4.72	Always
Inquiry-Based Learning		4.74	Always
Differentiated Instruction		4.75	Always
OVER-ALL WEIGHTED MEAN		4.74	Always
Level	Range	Verbal Description	
5	4.50 - 5.00	Always	
4	3.50 - 4.49	Oftentimes	
3	2.50 - 3.49	Sometimes	
2	1.50 - 2.49	Rare	
1	1.00 - 1.49	Very rare	

Level of the Performance of the Teachers Measured Through RPMS

Based on the table 2, the RPMS evaluation tool, teachers received a mean performance rating of 4.490, which falls under the "Very Satisfactory" category. This rating reflects the overall effectiveness and professionalism of the teaching force in fulfilling their roles and responsibilities in alignment with the RPMS standards. It shows that teachers are consistently meeting expectations in key areas such as lesson delivery, classroom management, learner engagement, and the use of appropriate and varied teaching strategies.

A "Very Satisfactory" rating is a clear indication that teachers are not only performing their duties with competence but are also demonstrating a strong commitment to continuous growth and improvement. It shows that while there may still be room for development, the overall quality of teaching is commendable and positively impacts student learning. This performance level speaks of dedication, adaptability, and a strong understanding of the RPMS framework which encourages reflective practice, innovation, and



accountability. With ongoing support and professional development, these teachers are well on their way to further enhancing their practice and achieving even greater levels of excellence.

Gerrish (2016), performance management is characterized by a significant focus on directing employee endeavors towards the attainment of organizational goals in the long run.

Table 2. Level of the Performance of the Teachers Measured Through RPMS			
Performance of the teachers measured through RPMS.		Range	Adjectival Rating
Performance Rating of Teach Tool	ners in the RPMS Evaluation	4.490	Very Satisfactory
OVER-ALL WEIGHTED	MEAN	4.490	Very Satisfactory
Legend:			
Range	Adjectival Rating		
4.50 - 5.00	Outstanding		
3.500 - 4.499	Very Satisfactory		
2.500- 3.499	Satisfactory		
1.500 - 2.499	Unsatisfactory		
1.000 - 1.499	Poor		

Relationship of Teaching Methods and

Teachers' Performance

The third research problem focused on finding out the relationship between the Leadership Strategies and Teachers' Work Environment

Lecture Method and Performance Rating of Teachers

Based on Table 3, the correlation coefficient between the use of lecture methods and teachers' performance rating (RPMS) is -0.049, with a probability value of 0.773. This indicates a very weak negative relationship that is not statistically significant. In simpler terms, the more a teacher relies on lecture methods, the slightly lower their performance rating might be, but the relationship is too weak to draw any firm conclusions. The p-value is less than 0.01 level of significance, hence, the hypothesis was accepted.

This suggests that while lecture-based teaching remains a common and traditional approach, it may not strongly contribute to higher performance in the context of RPMS, which favors learner-centered and interactive strategies.

It entails that educators may benefit from integrating more dynamic and participatory teaching methods alongside lectures to meet performance standards more effectively. Encouraging professional development and support in using varied instructional approaches could help teachers enhance both student engagement and their own performance ratings.

Collaborative Learning and Performance Rating of Teachers

In the Table 4 shows a correlation coefficient of 0.317 with a probability value of 0.023 between the use of collaborative learning and teachers' performance rating (RPMS), indicating a moderate positive relationship that is statistically significant. This means that teachers who frequently use collaborative learning strategies tend to have higher performance ratings. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

Collaborative learning promotes learners' engagement, teamwork, and critical thinking, aligning well with



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RPMS indicators that emphasize learner-centered instruction and active participation.

The results convey that incorporating collaborative activities in the classroom not only enhances student learning but also positively reflects on the teacher's professional performance. Therefore, schools should continue to encourage and support the use of collaborative methods through training, mentoring, and resource-sharing to help teachers further improve their practice and meet performance standards effectively.

Inquiry-Based Learning and Performance Rating of Teachers

Table 4 presents a correlation coefficient of -0.021 with a probability value of 0.397 between the use of inquiry-based learning and teachers' performance rating (RPMS), indicating a very weak negative relationship that is not statistically significant. This means that there is no meaningful connection between the use of inquiry-based methods and teacher performance scores in this context. The p-value is less than 0.01 level of significance, hence, the hypothesis was accepted.

While inquiry-based learning is known to promote critical thinking, problem-solving, and student autonomy, its minimal impact on performance ratings may suggest that teachers face challenges in implementing it effectively or aligning it with RPMS standards.

The result entails that while this method holds great potential for enriching student learning, educators may need more training, resources, or support to use it in a way that both benefits learners and positively influences their professional evaluation.

Differentiated Instruction and Performance Rating of Teachers

Table 4 shows a correlation coefficient of -0.209 with a probability value of 0.141 between the use of inquiry-based learning and teachers' performance rating (RPMS), indicating a weak negative relationship that is not statistically significant. The p-value is less than 0.01 level of significance, hence, the hypothesis was accepted.

This suggests that as teachers use inquiry-based learning more frequently, their performance ratings may slightly decrease, although the relationship is not strong enough to be conclusive.

Inquiry-based learning encourages learners to explore, ask questions, and develop their own understanding skills that are vital for 21st-century learning. However, the weak negative correlation may reflect the challenges teachers face in effectively implementing this strategy within the structure of RPMS, such as difficulties in classroom management, assessment, or time constraints.

The result implies that while inquiry-based learning is pedagogically sound, teachers may need more support, training, and practical tools to align it with performance expectations and maximize its effectiveness in the classroom.

Table 4. Correlation matrix shows the relationship of the teaching method used and the teachers			
performance.			
Teaching Methods	Performance (RPMS)		

Table 4 Correlation matrix shows the relationship of the teaching method used and the teachers'

Teaching Methods		Performance (RPMS)	
	Cor. Coef.	-0.049	
Lecture Methods	Probability	0.733	
	Cor. Coef.	0.317*	
Collaborative Learning	Probability	0.023	
	Cor. Coef.	-0.121	
Inquiry-Based Learning	Probability	0.397	



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	Cor. Coef.	-0.209
Differentiated Instruction	Probability	0.141

**.Correlation is significant at the 0.01 level.

*.Correlation is significant at the 0.05 level.

Summary of the Influence of the Teaching Methods on the Rating of RPMS

The use of various teaching methods, such as the lecture method, collaborative learning, inquiry-based learning, and differentiated instruction, significantly influences the ratings teachers receive through RPMS. Teachers who consistently utilize the lecture method may see varied results on their RPMS evaluations, as it often provides clear, structured content delivery. However, it might not fully capture the level of student engagement or critical thinking, which are often key areas in RPMS assessments.

On the other hand, collaborative learning methods, which encourage group activities and peer interactions, tend to receive higher ratings in terms of engagement and student outcomes. This approach fosters an environment where students actively participate and learn from one another, aligning well with RPMS criteria that focus on active learning and student-centered teaching.

This result aligns with the RPMS emphasis on inclusivity and personalized learning, often leading to better evaluations. In summary, the more a teacher adapts their teaching to be interactive, student-centered, and responsive to individual needs, the more likely they are to receive positive evaluations in the RPMS system.

Influence of Teaching Methods on the Teachers' Performance Rating Teachers' Teaching Methods in terms of Lecture

Method on Teachers' Performance Rating

The data in table 5 shows the teachers' teaching methods in terms of the Lecture Method shows a t-value of 1.088 with a probability (p-value) of 0.282, indicating that there is no statistically significant relationship between the use of lecture methods and teachers' performance ratings (RPMS). In simpler terms, whether teachers use lectures more or less doesn't seem to have a meaningful impact on how they are rated in their performance evaluations. The result leads to the acceptance of the hypothesis.

This suggests that while lecture methods may still be widely used especially for presenting information clearly and efficiently, they may not strongly influence the criteria being assessed in RPMS, which tends to value more interactive and learner-centered approaches.

It signifies that teachers who rely heavily on lectures might not be fully showcasing the teaching strategies that RPMS aims to encourage, such as promoting student engagement, collaboration, and differentiated instruction. Therefore, while lectures can still be part of a teacher's toolkit, they are most effective when combined with other dynamic methods that align more closely with performance standards and support varied learner needs.

Teachers' Teaching Methods in terms of Collaborative

Learning on Teachers' Performance Rating

In table data, result reveals the significant influence of teaching skills in terms of reflective approach on teachers' mathematics anxiety. The statistical results show that the reflective approach in teaching has a significant influence on mathematics anxiety, as indicated by a t-value of 2.358 and a probability of 0.020 (significant at the 5% level).



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The data on teachers' teaching methods in terms of collaborative learning shows a t-value of 3.216 with a probability (p-value) of 0.002, indicating a strong and statistically significant relationship between the use of collaborative learning and teachers' performance ratings (RPMS). Simply put, teachers who frequently use collaborative learning strategies are more likely to receive higher performance ratings. The result leads to the rejection of the hypothesis.

As a matter of fact, 2.35 % of the variables of teachers' performance rating in RPMS are accounted by teaching methods used by the teachers in terms of collaborative learning. The other 98.65% accounted for other aspects not involved in the present study.

Among teaching methods used by the teachers in terms of collaborative learning was found to be the indicator of teachers' performance rating in RP. The result implies that how valuable collaborative learning is not just for learners, but also for teachers' professional growth. When learners work together, they build communication skills, problem-solving abilities, and a deeper understanding of the lesson. For teachers, it shows that they are creating an inclusive, engaging, and interactive learning environment, which aligns with the learner-centered approach emphasized in the RPMS.

It conveys that encouraging collaboration in the classroom doesn't just benefit learners it also helps teachers meet or exceed professional standards. Schools and administrators can support this by providing training, resources, and opportunities to help teachers design meaningful group activities that foster both student success and improved teacher performance.

Dwivedi and Giri (2016) emphasize the strategic alignment between the agency's objectives and its operational activities, as observed from a hierarchical perspective. The alignment of many components is of utmost importance for the agency's performance.

Teachers' Teaching Methods in terms of Inquiry-Based

Learning on Teachers' Performance Rating

The data on teachers' teaching methods in terms of inquiry-based learning shows a t-value of -1.228 with a probability (p-value) of 0.226, indicating that there is no statistically significant relationship between the use of inquiry-based learning and teachers' performance ratings (RPMS). In human terms, this means that using inquiry-based strategies does not appear to have a strong or consistent impact positive or negative on how teachers are rated in their performance evaluations. The result leads to the acceptance of the hypothesis.

The result implies that teachers may need more structured support, training, and guidance on how to implement inquiry-based strategies effectively while also meeting RPMS standards. With the right tools and encouragement, this method could become both impactful for students and rewarding for teachers' professional growth.

Teachers' Teaching Methods in terms of Collaborative Learning on Teachers' Performance Rating

The data on teachers' teaching methods in terms of differentiated instruction shows a t-value of 1.354 and a probability (p-value) of 0.182, indicating that there is no statistically significant relationship between the use of differentiated instruction and teachers' performance ratings (RPMS). In simple, human terms, this means that while teachers may be applying differentiated strategies to meet the diverse needs of their learners, this effort does not clearly translate to higher performance scores under the RPMS framework. The result leads to the acceptance of the hypothesis.



It entails that schools should continue to encourage differentiated instruction but also provide clear guidance, training, and tools to help teachers align this strategy with RPMS indicators ensuring both student growth and recognition of teachers' efforts in performance assessments.

Influence of the Teaching Methods

on the Rating of RPMS

Table 6 provides the data on the influence of various teaching methods on teachers' performance ratings based on the RPMS. Among the four methods, collaborative learning stands out with a t-value of 3.216 and a highly significant p-value of 0.002, indicating that it has a strong and positive influence on performance ratings. In contrast, lecture method (t = 1.088, p = 0.282), inquiry-based learning (t = -1.228, p = 0.226), and differentiated instruction (t = 1.354, p = 0.182) all show no statistically significant influence.

The overall model shows an R^2 of 0.235, meaning that 23.5% of the variation in RPMS ratings can be explained by the teaching methods used, with an F-value of 3.527 and a significant probability of 0.014, suggesting the model as a whole is statistically significant. In human terms, this means that while not all teaching strategies equally impact performance ratings, the choice of method particularly collaborative learning does play a meaningful role, and schools may benefit from encouraging its integration in the classroom to support both teacher development and learner engagement.

The examination of the correlation between the adoption of RPMS and the work values and belief systems of educators, along with the utilization of performance appraisal incentives and motivational strategies in the professional setting, has been the subject of thorough scrutiny and ongoing assessments, as referenced in the scholarly works of Ayap and Macalalad (2016), Atinc and Read (2017), and Susa (2018).

Tooching Mothods	Performance Rating of the Teachers		
Teaching Methods	t-value	Prob.	
Lecture Method	1.088	0.282	
Collaborative Learning	3.216	0.002**	
Inquiry-Based Learning	-1.228	0.226	
Differentiated Instruction	1.354	0.182	
\mathbb{R}^2	0.23	0.235	
F – Value	3.527		
Probability	0.014*		

Table 6. Influence of the teaching methods on the rating of RPMS

*Correlation is Significant at 0.05 level

**Correlation is significant at 0.01 level

CONCLUSIONS

Teachers shared valuable insights, emphasizing that collaborative learning, inquiry-based learning, and differentiated instruction were most effective in promoting student engagement, critical thinking, and inclusivity in the classroom. These methods were viewed as more aligned with the dynamic and interactive approach required in modern education. The lecture method, while still seen as useful for structured content delivery, was less favored in fostering active participation and adapting to diverse learning needs.



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