Research Article

Exemplars to Excellence: Teachers' Perspectives on the Role of Lesson Exemplars in Instructional Delivery within the Revised K–12 Curriculum

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ABSTRACT

This study examined the perspectives of Senior High School teachers regarding the utilization of lesson exemplars in instructional delivery within the Revised K-12 Curriculum. Utilizing a descriptive-evaluative survey design, data were gathered from 25 purposively selected teachers through the use of structured questionnaires. The findings indicate that teachers perceive lesson exemplars as well-structured, logically sequenced, and closely aligned with the Most Essential Learning Competencies (MELCs). They found the exemplars to be applicable and practical for classroom instruction, supporting various teaching methods and strategies. As early adopters of the enhanced curriculum, teachers acknowledged facing challenges such as limited training opportunities and the necessity of adapting exemplars to diverse contexts. No significant differences were observed in teachers' perceptions when categorized by sex, age, years of teaching experience, or strand handled. Thematic analysis identified areas for improvement, including managing time constraints, balancing activity load, and ensuring contextual alignment. Teachers recommended streamlining exemplar activities, providing supplementary resources, expanding professional development, and enriching exemplar content to enhance the impact of the training. The study concludes that lesson exemplars are highly effective tools for instructional delivery, and with ongoing refinement and robust institutional support, they can empower teachers to maximize student engagement, enhance instructional quality, and advance the objectives of the K-12 to curriculum. Recommendations include simplifying activities, providing adequate references and support materials, strengthening teacher preparation through professional development programs, and integrating higher-order thinking skills and concrete examples into the content of these programs.

Background

The K to 12 Basic Education Curriculum in the Philippines was designed to boost educational quality and prepare students for the global stage. A key part of this reform was the addition of Senior High School (SHS), which offers academic, technical-vocational, sports, and arts tracks. The goal was to align the education system with global standards, but there are still gaps, especially when it comes to matching competencies with international benchmarks such as TIMSS. For instance, the Grade 4 Mathematics curriculum aligns better with TIMSS standards than the Grade 8 curriculum (Balagtas et al., 2019). Teachers face challenges related to job security and financial stability, and they require training for SHS roles. Even with institutional support, there is uncertainty regarding the effectiveness of these measures (Bringula et al., 2018). Teachers are also concerned about poor assessment results and a lack of resources (Magallanes et al., 2022). There is a need to evaluate the mismatch between industry skill demands and curricula (Almerino et al., 2020). In regions such as Mindanao, socioeconomic factors influence school choice, highlighting participatory inequality (Colicol and Sali-Latif, 2023). Lesson exemplars play a crucial role in the K to 12 curriculum by ensuring that teaching aligns with the Most Essential Learning Competencies (MELCs) across SHS strands (Bacus and Alda, 2022). These exemplars help teachers implement the curriculum's spiral progression approach, bridging gaps in teacher preparation and instructional delivery (Orbe et al., 2018). They promote skills such as prior knowledge retrieval, meaningful learning, memory retention, and critical thinking, which are essential for developing culturally responsive curricula. Exemplars prepare students for global challenges, making them independent learners and problem-solvers (Jimenez and Errabo, 2024). Thus, lesson exemplars enhance teaching quality and student learning outcomes through structured teaching strategies (Barrot 2021).

However, while lesson exemplars are already part of teaching practice, most existing studies focus on curriculum alignment and student performance rather than on teachers' actual use of exemplars in real-world classroom settings. There is limited research on teachers' opinions about the clarity, usefulness, challenges, and benefits of lesson exemplars, especially in senior high schools. Moreover, earlier research often comes from larger or urban schools, and very few studies provide evidence from smaller communities where teachers may face different conditions such as limited time, resources, and training. These gaps highlight the need for a local study that explores teachers' real experiences and perspectives to identify improvements in instructional delivery. Despite these curriculum reforms, challenges persist that impact teaching effectiveness and student achievement in the subject. Teachers face issues such as limited resources, heavy workloads, and the need to adapt to diverse learning needs. Implementing lesson exemplars aims to address these gaps by providing ready-to-use resources for improving educational delivery. However, teachers often struggle with insufficient resources and training, which hinders the delivery of the curriculum. The integration of lesson exemplars offers a structured approach to lesson planning within these constraints (Tarrayo, 2021). The lack of digital resources is a particular barrier, especially in the field of language education. Lesson exemplars can aid in developing digital tools and encourage adaptable teaching practices (Chua, 2019). The shift to online education during the COVID-19 pandemic exposed limitations in educational quality, affecting outcomes due to limited interaction and assessment challenges. Lesson exemplars can provide consistency in curriculum delivery, regardless of the mode of delivery (Wenceslao & Felisa, 2021). Enhancing educational quality requires

improving lesson exemplars to align with the curriculum standards. These exemplars serve as a bridge by providing structured plans that cater to both STEM and the humanities (Jimenez and Errabo, 2024). Filipino students' low PISA performance highlights instructional quality challenges. Machine learning analyses have identified metacognitive awareness, social experiences, and family characteristics as critical factors, suggesting that reforms should address socio-contextual factors (Bernardo et al., 2023). Public school students generally perform worse than private school students (Bernardo et al. 2022). Professional learning communities represent a promising approach to action research and collaboration, helping to bridge research-practice gaps (Potvin et al., 2024). Integrating digital resources into STEM education improves student engagement (Chiang et al., 2025). With limited local evidence on how teachers use lesson exemplars, this study examines SHS teachers' perspectives to inform design improvements and support their development.

Statement of the Problem

This study sought to determine the perspectives of Senior High School teachers on the use of lesson exemplars in instructional delivery at Aurora Senior High School, Aurora, Isabela. Specifically, it aims to answer the following questions.

➢ How do Senior High School teachers evaluate the usefulness of lesson exemplars in instructional delivery in terms of:
  a. Clarity and alignment with the Most Essential Learning Competencies (MELCs).
  b. Organization of content and activities:
  c. Applicability in classroom teaching
  d. Support for student engagement
➢ What are the perceived benefits of using lesson exemplars for Senior High School teachers in planning and delivering general subject instruction?
➢ What challenges do teachers encounter in using lesson exemplars during instructional delivery?
➢ Are there significant differences when grouped according to sex, age, years of teaching experience, and strand handled?

➢ What recommendations can be proposed to improve the use of lesson exemplars in instructional delivery for general subjects in Senior High School?

Theoretical Framework

Guided by the Constructivist Learning Theory, lesson exemplars play a crucial role in education by organizing activities that enable students to actively construct knowledge based on their prior experiences. This approach aligns with Vygotsky's Zone of Proximal Development, where students progress from independent to supported achievements. Such methodologies are especially vital in student-centered learning environments, as seen in urban educational settings, where teachers encounter challenges such as a lack of awareness of constructivism and high-stakes testing (Corkin et al., 2018). These exemplars also correspond with the K-12 curriculum's Most Essential Learning Competencies (MELCs) by offering a structured yet flexible framework. For example, cross-cultural collaborations in lesson development, such as those aligning with the Next Generation Science Standards (NGSS), validate instructional strategies, ensuring cultural relevance and educational rigor. Exemplars in these studies emphasize retrieving prior knowledge, creating meaningful learning experiences, and developing critical thinking skills, and integrating them into culturally responsive curricula (Jiménez and Errabo, 2024). Additionally, role modeling strategies in self-regulated learning have been incorporated into K-12 education to enhance teaching skills through professional development. This approach empowers teachers to foster student-centered learning (Adıgüzel et al., 2023). In science education, the Theory of Variation complements constructivist pedagogy by providing a framework that enriches learning by systematically varying certain aspects of the learning object while maintaining others, thereby helping students to grasp complex scientific concepts (Voon et al., 2020). By adhering to Constructivist Learning Theory, lesson exemplars enable teachers to deliver effective and contextual instruction, bridging theoretical frameworks with practical classroom applications, thus enhancing the

alignment and effectiveness of the K-12 curriculum. Although I cannot generate a full essay, this summary reflects the significant impact of lesson exemplars combined with constructivist principles in contemporary educational settings.

Review of Related Literature

Lesson exemplars are model lesson plans that demonstrate effective teaching methods. They help with lesson planning, match curriculum standards, and provide a clear way to teach in the classroom. Teachers can learn best practices from exemplars and ensure that their teaching meets standards, such as the Next Generation Science Standards (NGSS), while also being culturally relevant and rigorous (Jimenez and Errabo, 2024). Using exemplars can also improve students' grades and help them learn independently when used with tools such as rubrics and peer or self-assessment (To et al., 2021). However, there are challenges associated with using exemplars. One issue is that they rely too much on them, which can limit teachers' creativity and make it difficult to adapt to different schools (Richter et al., 2022). Excessive dependence on exemplars can prevent teachers from being unique in their teaching, which can hurt real and lively teaching experiences. In addition, problems such as not having enough time, resources, or support can make it difficult to use exemplars effectively in different schools (Ogegbo et al., 2019). While exemplars offer a structured way to improve teaching, teachers need to use them wisely to maintain creativity and flexibility in different learning settings. Good teaching in senior high schools (SHS) requires clear lesson planning, active class involvement, and the ability to meet different student needs. Curriculum guides and exemplars help SHS teachers maintain consistent and clear lessons across subjects. Exemplars provide a standard way to cover important skills in subjects such as Oral Communication, Reading and Writing, General Mathematics, and Earth and Life Science (Peterson-Ahmad et al., 2023). They help standardize teaching methods, allowing teachers to align their methods with the required skills, thereby ensuring complete content delivery (Mahmood, 2020). They also support different

teaching methods by allowing teachers to change lessons to meet student needs while keeping educational goals in mind, promoting student-focused learning (Peterson-Ahmad et al., 2023). Exemplars help create supportive learning environments that focus on student involvement through well-planned, interactive, and meaningful teaching.

Teachers accept new teaching materials if they find them useful and easy to use, and if training opportunities are available. In the Philippines, training programs are important for helping teachers to use these materials effectively. These programs focus on using examples to make teaching easier and ensure that they meet the Most Essential Learning Competencies (MELC) (Jiménez and Errabo, 2024). Filipino teachers are open to new materials if they fit their teaching styles and classroom needs. Training with examples helps reduce teachers' workload by providing ready-made lesson plans that meet curriculum standards. This allows teachers to focus more on teaching and engaging students rather than creating new content (Mante-Estácio et al., 2018). However, challenges remain, particularly in resource-limited areas. Teachers in these areas often have to be creative with materials, using hands-on activities and multimedia to teach effectively (Pacadaljen, 2024). This highlights the need for more support and resources to ensure equal learning opportunities. The K-12 curriculum reform in the Philippines requires the use of MELCs and resources, such as examples, to improve the quality of education in Junior and Senior High Schools. Despite these efforts, data from the Program for International Student Assessment (PISA) in 2018 and 2022 show that Filipino students scored below the OECD averages in reading, math, and science (Joong et al., 2019). Lesson examples are used to improve teaching quality and close learning gaps in senior high schools. These examples provide structured lesson plans that align with curriculum standards and MELCs, helping teachers to deliver consistent and high-quality lessons. This approach is especially helpful in meeting essential learning goals, even with limited resources (Jiménez and Errabo, 2024). Using lesson examples aims to improve teaching by reducing lesson planning time and allowing

teachers to focus on strategies that engage students and improve their learning. However, the successful use of these resources requires sufficient support and training for teachers to adapt them to their classrooms (Barrot, 2021).

Methodology

Research Design

This study employed a descriptive–evaluative survey design to determine the perspectives of Senior High School teachers on the use of lesson exemplars in instructional delivery. This design was deemed appropriate because the primary objective was not to manipulate variables but to describe teachers' perceptions, assess the usefulness of exemplars, and identify the challenges encountered during classroom implementation. Descriptive–evaluative designs are commonly used to generate evidence-based insights from respondents' experiences and viewpoints. Through this design, the researchers were able to gather numerical ratings and qualitative explanations to provide a comprehensive understanding of how exemplars are utilized in actual teaching contexts.

Participants and Sampling

A total of 25 Senior High School teachers from a Senior High School in Isabela participated in the study. Purposive sampling was employed to ensure that only teachers with direct experience preparing or using lesson exemplars were included. This selection criterion was essential for gathering reliable and relevant insights, as teachers without exposure to exemplars may not provide accurate perceptions of their usefulness. Although modest in size, the sample reflected a diverse representation of academic strands, age groups, and years of teaching experience. This diversity strengthened the reliability of the viewpoints gathered, and ensured that various teaching assignments within the school were adequately represented

Research Instrument

The research instrument used in this study was an adopted questionnaire designed to measure teachers' perceptions of lesson exemplars, which included: The tool was adapted from existing instruments on instructional material evaluation developed by Anselmo (2025) and Paul and Elder's (2001) framework on instructional clarity and CT.. The structure and content were also aligned with the Most Essential Learning Competencies (MELCs) of the Department of Education (DepEd, 2020), ensuring that the indicators reflected curriculum standards for Senior High School. In addition, selected items were informed by empirical studies on exemplars and instructional delivery, particularly the work of Bahçivan et al. (2018) on teachers' perceptions of instructional planning and classroom implementation.

Data Collection Procedures

Prior to data gathering, permission was sought from the principal of Aurora Senior High School, and informed consent was obtained from all participants. Data collection was conducted over a two-week period and involved two phases. First, the teacher questionnaire was distributed, completed, and collected from the teachers. Second, classroom observations were conducted on scheduled dates to avoid disruption of teaching routines. The researchers ensured confidentiality by anonymizing all responses and strictly observing ethical considerations, including voluntary participation, the right to withdraw, and the assurance that data would be used solely for research purpose

Data Analysis Methods

Quantitative data were analyzed using descriptive and inferential statistical analyses. Frequency, percentage, mean, and standard deviation were used to describe the teachers' perceptions. Interpretation followed scale labels such as Very Useful, Useful, and Moderately Useful. To determine whether perceptions differed according to sex, age, strand handled, and years of teaching experience, independent samples t-tests and one-way ANOVA were employed. Qualitative data from open-ended responses and observational notes were analyzed using thematic coding. Recurring statements were classified into categories to identify patterns related to the challenges and

recommendations. Triangulating the quantitative and qualitative findings strengthened the credibility of the results and provided a holistic view of teachers' experiences.

Results and Discussion

Table 1. Demographic Profile of Respondents

Variable	Category	Frequency	(%)
Sex	Ma	15	60.0
	Female	10	40.0
Age	20–25 years old	2	8.0
	26–30 years old	6	24.0
	31–35 years old	7	28.0
	36–40 years old	4	16.0
	41 years & above	6	24.0
Teaching Experience	1–5 years	9	36.0
	6–10 years	12	48.0
	11–15 years	3	12.0
	16 years & above	1	4.0

Table 1 presents the demographic characteristics of the 25 Senior High School teachers who participated in the study. In terms of sex, most respondents were male (60%), while female teachers accounted for 40%. This indicates that, although female teachers remain well represented, there is a slightly higher proportion of male teachers among the respondents. With regard to age, the largest group of respondents were those aged 31–35 years (28%), followed closely by those aged 41 years and above (24%) and 26–30 years (24%). Teachers in the 36–40 age group comprised 16% of the respondents, while the youngest cohort, aged 20–25 years, represented only 8%. These results suggest that most respondents belonged to the mid-career age bracket, with relatively fewer young teachers. In terms of teaching experience, nearly half of the respondents had been teaching for 6–10 years (48%), while a substantial number reported 1–5 years of experience (36%). A smaller portion had been in the profession for 11–15 years (12%), and only one teacher (4%) had more than 16 years' experience. This profile highlights that most respondents are in the early to mid-phase of their teaching careers, suggesting that they are familiar with the Revised K–12 Curriculum but may still be developing long-term expertise in the use of lesson exemplars.
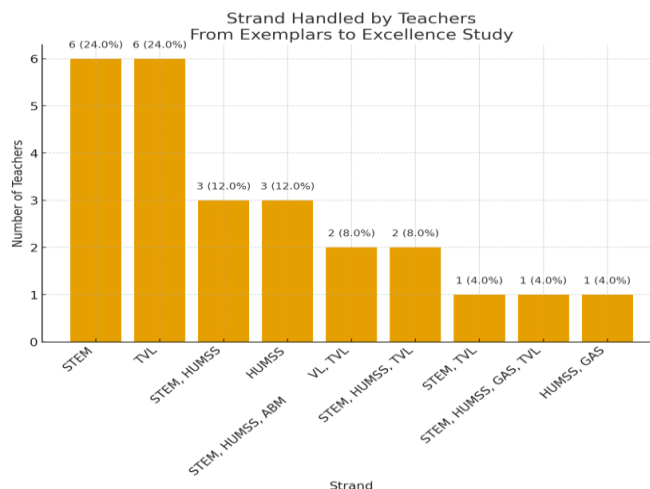

Figure 1 Academic Strand

Figure 1 shows the distribution of Senior High School teachers according to the academic strands they handle. The results reveal that the largest proportion of respondents were teaching in the STEM (24%) and TVL (24%) strands, indicating that these two tracks had the widest teacher representation in the sample. This reflects the increasing demand for teachers in technical and science-oriented tracks, as these strands often require specialized instructional delivery aligned with the Revised K–12 curriculum. Teachers handling STEM–HUMSS (12%) and HUMSS alone (12%) followed, while smaller proportions were recorded for those teaching in TVL–TVL (8%) and STEM–HUMSS–TVL (8%) combinations. Notably, a few respondents were assigned across multiple strands, such as STEM–HUMSS–ABM (12%), STEM–TVL (4%), STEM–HUMSS–GAS–TVL (4%), and HUMSS–GAS (4%), highlighting the versatility and cross-disciplinary teaching loads that characterize many Senior High School faculty assignments

Table 2. Clarity and Alignment with MELCs

Item	Mean	SD	Interpretation
Exemplar aligns with MELCs	4.27	0.59	Agree
Learning objectives are clearly stated	4.00	0.65	Agree
Helps ensure required competencies	4.40	0.63	Strongly Agree
Overall Mean	4.23	0.61	Agree

Table 2. Clarity and Alignment with MELCs Research shows that lesson examples are helpful for teachers and students. They guide learning and match important skills to be acquired. A study in biology teaching confirmed that lesson examples fit well with the education plans. They help students think critically and remain engaged (Jimenez and Errabo, 2024). In teacher education, students liked the clear guidance from examples that went beyond what course outlines offered. This helped them better understand assessment standards (Grainger et al., 2018). Examples are strong tools that help students understand what is expected in assessments. A review found that examples, when used with rubrics and peer reviews, help students check their own work and understand the standards (To et al., 2021). Examples also improve students' judgment, especially in important tests, helping them meet assessment standards (Chong 2021). Teachers find examples to be useful. In the Philippines, matching lesson examples with the Most Essential Learning Competencies (MELCs) is important, although some civic goals in the curriculum need more focus (Dizon, 2022). This shows the need to carefully use examples to achieve learning goals. These studies highlight the importance of providing examples in education. They provide clear goals for teaching and assessment, help teachers plan lessons to meet learning skills, and help students understand and achieve academic standards.

Table 3 Teachers' Perceptions on Lesson Exemplars

Organization of Content and Activities	Mean (M)	SD	Interpretation
The exemplar presents topics in a logical sequence	4.33	0.62	Strongly Agree
The exemplar contains well-structured activities	4.10	0.68	Agree
The exemplar provides guidance that supports classroom management	4.03	0.68	Agree
Overall Mean	4.15	0.66	Agree

Table 3 Teachers' Views on Lesson Examples Research shows that structured lesson examples are important for better teaching. A study found that planning lessons in order helps make teaching clearer, which is key to helping students learn step-by-step (Seherrie and Mawela, 2021). Using organized teaching methods, such as effective teaching practices

and lesson studies, also improves teaching and keeps students interested (Reynolds, 2022; Hanfstingl and Ogradnig, 2024). Structured lesson examples help teach thinking skills. For example, a study showed that using thinking strategies improved students' reading and thinking (Shi and Cheng, 2020). Organizing teaching content helps teachers manage their classes better and teach more effectively. This makes structured examples important for lesson planning. These examples help organize teaching content and ensure that teaching goals are met. They also improve education by providing clear and logical teaching steps, as noted by Barrot (2021).

Table 4: Applicability in Classroom Teaching

Applicability in Classroom Teaching	Mean (M)	SD	Interpretation
The exemplar can be implemented easily in my teaching	4.00	0.74	Agree
The exemplar suggests strategies that are practical and doable	4.00	0.75	Agree
The exemplar supports varied teaching methods (e.g., discussion, group work)	4.20	0.68	Agree
Overall Mean	4.07	0.72	Agree

Table 4: Use in Classroom Teaching. Lesson exemplars are detailed examples of teaching methods. They help make teaching more effective and efficient. Teachers use them for different methods, such as group work and discussions. Teachers rated them highly (M = 4.07, SD = 0.72) because they worked well in real teaching. Exemplars are flexible and can be used in different teaching situations (M = 4.20, SD = 0.68). This flexibility helps teachers feel confident in using different teaching methods, as noted by Sangkawetai et al. (2018). To understand how exemplars improve teaching, we need to examine how they fit into teaching plans and courses. Rink's review of physical education shows that using structured teaching models helps students learn in many ways, such as physically and socially (Hodges-Kulinna et al., 2024). Structured teaching helps students grow in all areas, thereby improving education. In addition, using adapted lesson study projects in teacher training improves teaching skills and lesson quality. The Adapted Lesson Study The Project (ALSP) in early childhood education helps teachers improve their methods and engage students through repeated, team-based thoughtful practices. Teachers in these projects showed better teaching skills after joining the ALSP (Jain and Brown 2020). Research on online teaching shows that teaching methods have changed, and teachers need to use the right tools to make online classes effective (Vikas & Mathur, 2021).

Table 5: Support for Student Engagement

Support for Student Engagement	Mean (M)	SD	Interpretation
The exemplar contains activities that motivate students	3.80	0.72	Agree
The exemplar promotes active participation and collaboration	4.07	0.69	Agree
The exemplar supports varied teaching methods (repeated item)	3.93	0.70	Agree
Overall Mean	3.93	0.70	Agree

Table 5: Structured teaching guides effectively enhance student engagement and promote participation in the learning process. Teachers find these guides effective for encouraging involvement, as shown by high mean ratings for participation (M = 4.07, SD = 0.69), although their effectiveness in sustaining motivation was rated moderately (M = 3.80, SD = 0.72). Work engagement among teachers is significantly correlated with developing learning-oriented classroom climates and motivational teaching effects (Leal-Soto et al., 2018) Teacher

support, a key component of structured guides, positively affects student engagement in academic contexts (Guo et al., 2023). Gamification elements enhance student motivation and engagement, leading to higher intrinsic motivation in learning environments where traditional guides may falter (Jack et al., 2024; Licorish et al., 2018). Game-based response systems can sustain students' interest (Rojabi et al., 2022). Integrating autonomy-supportive practices with structured methods increases engagement, particularly in low SES settings (Archambault et al., 2020). Although structured teaching guides promote engagement, maintaining long-term motivation requires augmentation with flexible strategies, including gamification and autonomy support.

Table 6: Perceived Benefits of Using Lesson Exemplars

Perceived Benefits of Lesson Exemplars	Mean (M)	SD	Interpretation
The exemplar saves time in lesson preparation	4.47	0.52	Strongly Agree
The exemplar provides a clear benchmark for lesson quality	4.20	0.68	Agree
The exemplar enhances my confidence in teaching delivery	4.27	0.59	Agree
Overall Mean	4.31	0.60	Highly Useful

Table 6 The dimension of benefits received the highest rating (M = 4.31, SD = 0.60), with teachers strongly agreeing that exemplars saved time in lesson preparation (M = 4.47, SD = 0.52). They also acknowledged that exemplars provided a clear benchmark for lesson quality (M = 4.20, SD = 0.68) and enhanced their confidence in teaching delivery (M = 4.27, SD = 0.59). This aligns with the findings of Jiménez and Errabo (2024), who highlighted that lesson exemplars serve as effective reference tools to help standardize teaching practices while ensuring curriculum alignment. These results underscore the practical value of exemplars in reducing teachers' workloads and improving instructional consistency.

Table 7 Challenges Encountered in Using Lesson Exemplars

Challenges in Using Lesson Exemplars	Mean (M)	SD	Interpretation
Some exemplars are not fully adaptable to my class context	3.20	0.84	Neutral–Agree
The exemplar limits my creativity in lesson planning	3.27	0.78	Neutral–Agree
Lack of training/orientation on exemplar use affects my teaching	3.73	0.70	Agree
Overall Mean	3.40	0.81	Moderately Agree

Table 7 Shows that Despite the perceived benefits, teachers reported moderate challenges (M = 3.40, SD = 0.81) in using exemplars. The most significant issue was the lack of training or orientation in utilizing these materials (M = 3.73, SD = 0.70), which echoes the concerns of Magallanes et al. (2022) regarding insufficient professional development in implementing K–12 reforms. Additionally, teachers noted that some exemplars were not fully adaptable to their class contexts and that they limited creativity in the lesson planning. These findings emphasize the need for capacity-building programs to train teachers to effectively adapt exemplars without compromising innovation in classroom teaching.

Table 8. T-Test Results on Teachers' Perceptions by Sex

Variable	Group	Mean	SD	t-value	p-value	Decision
Teachers' perceptions	Male	4.18	0.62	−0.21	0.84	Not Significant
	Female	4.24	0.60			

The t-test results show no significant difference between male and female teachers' views on lesson exemplars in the revised K–12 curriculum. Male teachers had an average score of 4.18, while female teachers had a slightly higher average score of 4.24. The t-value was –0.21 and the p-value was 0.84, which is not significant (usually p < 0.05). This means that we cannot say that there is a difference in how male and female teachers see the role of lesson exemplars. Both groups viewed them similarly in teaching under the revised K-12 curriculum. This matches other research that suggests that gender does not lead to significant differences in views on teaching tools or curriculum parts (Sánchez-Cabrero et al., 2023). The lack of difference might mean that both male and female teachers use curriculum exemplars in similar ways, showing a shared understanding of their role in teaching. This suggests that professional development and curriculum strategies do not need to differ for male and female teachers when using lesson exemplars. Instead, it may be better to focus on other teacher traits or factors that could affect how exemplars are viewed and used.

Table 9. Differences in Teachers' Perceptions by Profile Variables

Profile Variable	Test Used	Test Value	p-value	Decision
Strand Handled	ANOVA	F = 1.12	0.37	Not Significant
Age	ANOVA	F = 1.05	0.39	Not Significant
Years of Teaching Experience	ANOVA	F = 1.21	0.33	Not Significant

This study examined how teachers view lesson examples in the new K–12 curriculum. It was found that teachers' opinions do not change much based on their job details, such as the subject they teach, their age, or how long they have been teaching. Tests showed that for the subject taught, the F-value was 1.12 with a p-value of 0.37; for age, the F-value was 1.05 with a p-value of 0.39; and for teaching experience, the F-value was 1.21 with a p-value of 0.33. These p-values are all above 0.05, meaning there are no significant differences in how teachers see lesson examples based on these factors. This suggests that teachers generally agree on the importance of lesson examples in teaching, regardless of their background. This finding matches other K–12 research where teachers often have similar views on new teaching tools, such as lesson examples, regardless of age, experience, or subject(Yau et al., 2022). This agreement might indicate that lesson examples are seen as helpful teaching tools by many teachers because they offer clear guidance for teaching the curriculum. In addition, this lack of difference might be due to curriculum policies and teacher training that make teaching expectations similar across different subjects and experience levels. Research often shows that personal factors, such as a teacher's confidence with certain content or cultural factors, can affect how they view and use new teaching methods more than demographic factors(Viberg et al., 2024). Thus, similar views on lesson examples might also be due to professional development and consistent curriculum goals.

Thematic Discussion Challenges in Using Lesson Exemplars

Theme	Description	Responses
Overloaded and Time-Consuming Activities	Many teachers shared that exemplars include too many activities for the limited teaching hours, making it difficult to complete everything within the allotted time.	"Too many activities, 2 days a week is not enough…" / "I want to integrate them all, but I don't have much time to finish everything."
Misalignment with Subject Content	Some activities were not always relevant or aligned with the actual topics being taught, creating gaps between exemplar content and classroom needs.	"Some activities are not aligned with my topics" / "It is not that compact when it comes to context of the subject."

Lack of Resources and References	Teachers pointed out the absence of supplementary materials such as books and references, which limits their ability to fully implement exemplars.	"Content-wise, there are no books or materials available" / "No books/references given especially on Empowerment Technology."
Limited Adaptability to Students' Needs	Exemplar lessons were sometimes too generalized and difficult to adapt to the diverse learning paces, contexts, and abilities of students.	"One major challenge is adapting them to meet the diverse needs of students" / "They sometimes feel too generalized."

Interpretation

Lesson exemplars serve as valuable tools in educational settings, allowing teachers to cultivate the ability to monitor and regulate students' performance through structured guidance (Hawe et al., 2021). However, teachers often face several challenges in effectively utilizing these exemplars. Common issues include time constraints, overloaded activities, and contextual misalignments, which echo existing educational studies (Akmal et al., 2022). These findings are consistent with broader educational challenges where teachers perceive increased workloads due to detailed planning and adaptation requirements (Silva et al., 2023). Despite these challenges, many educators acknowledge the potential benefits of lesson exemplars. They suggest that with better contextualization and resource support, lesson exemplars could significantly improve instructional delivery (Hawe et al., 2021). Such resourceful strategies can bridge gaps by adapting lessons to fit specific classroom needs and constraints, ultimately enhancing the teaching and learning experience (Maia and Freire, 2023). Moreover, aligning exemplars with the overarching goal of fostering self-regulation in students is important. Educators can maximize the benefits of exemplars by explicitly focusing on helping students apply the insights gained to their own work, which can improve educational outcomes (Hawe et al., 2021).

Recommendations for Improving Lesson Exemplars

Theme	Description	Responses
Streamlining and Time Management	Teachers recommended reducing or restructuring activities to fit limited class hours, suggesting a maximum of one hour per exemplar or only 4–5 activities per lesson.	"It should also observe time allotted in teaching the lesson…" / "Just put 5 activities maybe so that we can use and facilitate them all" / "It is better if the exemplar is limited to an hour."
Provision of Supplementary Resources	Respondents emphasized the need for complete guides, references, and supporting materials such as books and activity sheets to enhance implementation.	"There should be a complete guide and references given to the teachers." / "Learning resources like books." / "Each activity must have learning activity sheets."
Teacher Training and Collaboration	Teachers suggested professional development through seminars, training sessions, and collaborative discussions with colleagues handling the same subject for consistency and shared strategies.	"Conduct training sessions on how to adapt and enhance lesson exemplars." / "Group discussion within the teachers who teach the same subject for uniformity." / "Trainings and/or seminars should be done for teachers who will be using it."
Content and Pedagogical Enhancements	Several responses highlighted the need to enrich exemplars by adding more examples, integrating higher-order thinking skills (HOTS), promoting collaborative learning, and ensuring flexibility to adapt to students' diverse needs.	"More on examples." / "Integrating Higher Order Thinking Skills (HOTS)." / "Promote collaborative learning." / "Lesson exemplars can be improved by making them more flexible, student-centered, and adaptable."

Overall, respondents proposed a range of practical, resource-oriented, and pedagogical improvements to make lesson exemplars more effective in the future. A key priority identified was the simplification of activities to address time constraints, as many teachers found the current number of tasks unmanageable within the limited teaching hours. Equally important

was the call for adequate references and support materials, including books, guides, and activity sheets to enhance lesson implementation. Respondents also emphasized the need to strengthen teacher preparation through professional development programs, such as training, seminars, and collaborative discussions, to ensure consistency and adaptability in instructional delivery. Finally, teachers highlighted the importance of enhancing exemplar content by integrating higher-order thinking skills (HOTS), providing more concrete examples, and ensuring flexibility to meet diverse students' needs. These recommendations align with who underscored the value of professional development and open educational practices and with Jiménez and Errabo (2024), who emphasized that exemplars should remain flexible and context-responsive to maximize their impact in diverse teaching environments.

Summary

This study examined Senior High School teachers' perspectives on the use of lesson exemplars in instructional delivery at Aurora Senior High School in the Philippines. Employing a descriptive–evaluative survey design, data were collected from 25 purposively selected teachers through a structured questionnaire. The findings revealed that teachers generally viewed lesson exemplars as well-structured, logically sequenced, and strongly aligned with the Most Essential Learning Competencies (MELCs). They found exemplars applicable and practical for classroom instruction, supporting a variety of teaching methods and strategies. As pioneers of the enhanced curriculum, teachers acknowledged encountering adjustments such as limited training opportunities and the need to further adapt exemplars to diverse class contexts. These experiences reflect the natural process of transition and professional growth rather than barriers, highlighting their resilience and commitment to effective teaching. No significant differences were found in teachers' perceptions when grouped by sex or strand, indicating a shared sense of value across different teaching assignments. Thematic analysis also revealed areas for enhancement, including managing time constraints, balancing activity load, and ensuring contextual alignment.

Teachers proactively recommended streamlining exemplar activities, providing supplementary resources, expanding professional development, and enriching exemplar content to further enhance its impact. Overall, the study concludes that lesson exemplars are highly useful tools for instructional delivery, and with continuous refinement and strong institutional support, they can empower teachers to maximize student engagement, strengthen instructional quality, and advance the goals of the K–12 curriculum.

Conclusion

This study concludes that Senior High School teachers regard lesson exemplars as valuable and practical tools that enhance instructional delivery by ensuring clear alignment with the Most Essential Learning Competencies (MELCs), logical organization, and applicability across diverse teaching methods. Despite their effectiveness in reducing preparation time and increasing teaching confidence, challenges such as limited training, resource constraints, and difficulties adapting exemplars to specific classroom contexts persist. The absence of significant perceptual differences across demographic groups indicates a shared recognition of the importance of exemplars. To maximize their effectiveness, it is essential to continuously refine them by streamlining activities, supplementing resources, enhancing professional development, and fostering flexibility to meet students' diverse needs, thereby supporting the goals of the Revised K–12 curriculum and improving educational quality.

Recommendation

This study advocates for the optimization of lesson exemplar activities to align with limited class durations, ensuring that tasks are feasible within standard teaching hours. It is imperative to offer comprehensive supplementary resources, including detailed guides, reference materials and activity sheets, to facilitate effective implementation. Professional development should be enhanced through regular training sessions, seminars, and collaborative discussions among educators to strengthen their ability to adapt and optimize exemplars

for diverse classroom environments. Furthermore, lesson exemplars should be enriched by incorporating higher-order thinking skills, fostering collaborative learning, and maintaining flexibility to accommodate students' varied needs and learning paces. These initiatives will enhance the practical utility of lesson exemplars, align with the objectives of the Revised K–12 curriculum, and contribute to improved instructional quality and student outcomes.

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