ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

CLASSROOM CONFIGURING IN THE 21st CENTURY AND TEACHING ALLEGORIES OF LANGUAGE TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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Article DOI: https://doi.org/10.36713/epra23714
DOI No: 10.36713/epra23714

ABSTRACT

This study sought to determine and describe the extent of classroom structuring in the 21st century and the teaching allegories of teachers in public secondary schools in the Babak District, Division of Island Garden City of Samal. Employing a non-experimental quantitative research design with a correlational method, the study involved 135 public elementary school teachers selected through universal sampling. Data were analyzed using the mean, Pearson's r, and regression analysis. Findings revealed that classroom structuring practices of teachers in the 21st century, specifically mastery of the subject matter, classroom setting, art of questioning, and evaluation and feedback, were high. Similarly, teachers' learning allegories in terms of reflection, expectations, values integration, and discovery were also high. Moreover, results showed a significant relationship between classroom structuring in the 21st century and the teaching allegories of public elementary school teachers. Further analysis disclosed that the domains of classroom structuring significantly influenced the teaching allegories of teachers. In light of these findings, it is recommended that public school teachers may participate in conferences and training programs organized by the Department of Education (DepEd) as part of professional augmentation initiatives. Such programs can enhance teacher proficiency, strengthen capacity-building efforts, and provide well-supported educational opportunities for learners, while simultaneously enriching the content and practice of academic instruction.

KEYWORDS: *Classroom structuring, 21st teaching century, teaching allegories, language teachers, public elementary schools, education, Philippines*

1. INTRODUCTION

Teaching allegories represent a highly complex process that remains relatively underexplored. What is certain, however, is that students learn in diverse ways. To better understand how students construct meaning, teachers must look beyond spoken responses and attend to the allegories embedded in their language and behavior. A practical approach, therefore, is to take note of the metaphors and symbolic expressions students naturally use to describe their learning experiences.

In several European universities, innovative approaches to teaching allegories have drawn from the works of linguist Lakoff and philosopher Johnson (2012). They emphasized that the essence of allegory is "understanding and experiencing one kind of thing in terms of another." This perspective highlights how metaphors shape classroom interactions by influencing reasoning, meaning-making, and communication. For example, when a student describes their experience as "like banging their head against a brick wall," the metaphor instantly conveys frustration, repetitiveness, and futility. Such allegories reveal how learners perceive their struggles in ways that direct both their emotions and actions.

Teaching allegories should not be confined to verbal expressions. They may include nonverbal behavior, self-produced art, environmental objects, or imaginative representations. As Edwards (2007) noted, allegories form the very basis of cognition, allowing individuals to produce, comprehend, and reason through symbolic representation. Thus, whatever a person says, sees, hears, feels, or imagines can serve as an allegorical resource for teaching and learning.

Lakoff and Johnson further argued that in all aspects of life, individuals define reality in terms of allegories and act accordingly. People draw inferences, set goals, and make commitments on the basis of metaphors that structure their experiences—consciously and unconsciously. In classroom contexts, this dynamic sometimes leads to misunderstandings due to differences in personal perspectives, yet it also opens opportunities for richer meaning-making and deeper connections. Ortony (2012) identified three essential characteristics of teaching allegories: vividness, compactness, and expressibility. Allegories can encapsulate abstract and intangible ideas in a concise and memorable form, shaping the way students interpret and act upon their learning experiences. By framing one experience in terms of another, allegories not only convey

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meaning but also constrain and direct the ways students think, remember, and respond to academic challenges.

In the Philippine context, Gupta (2006) emphasized the use of "clean language" questioning, a method developed by Grove (2011, 2012). Grove discovered that clients often described their challenges in metaphorical terms, and by probing these metaphors without altering or distorting them, their perceptions of problems shifted. Applied in education, this approach suggests that when teachers listen carefully to students' allegories and reflect them back through simple, non-contaminating questions, they may help learners reframe their difficulties and construct new, empowering perspectives.

In Babak District, Division of Island Garden City of Samal, the researcher is motivated to conduct this study to examine closely the structured classroom of teachers in the classroom setting. This study investigated the structured classroom and teaching allegories of teachers in public elementary school. The theory behind this study reiterates the predictions that successful teacher and student interaction in the classroom is essential to the educational and social development of students and that teachers' understanding of their own behaviour and practices is therefore of paramount importance in classroom structuring in the 21st century and teaching allegories.

1.1 Statement of the Problem

The purpose of this study was to determine the level of classroom configuring in the 21st century and teaching allegories of teachers in public elementary schools in Babak District, Division of Island Garden City of Samal. Specifically this study sought answers to the following questions:

1. What is the level of classroom configuring of teachers in the 21st century in terms of:
1.1 mastery of the subject matter,
1.2 classroom setting,
1.3 art of questioning,
1.4 evaluation and
1.5 feedback?

2. What is the level of learning allegories of teachers in public elementary schools in terms of:
2.1 reflection,
2.2 clarity of expectations,
2.3 values integration and
2.5 discovery?

3. Is there a significant relationship between the classroom configuring in the 21st century and teaching allegories of teachers in public elementary schools?

4. What domains of classroom configuring in the 21st century significantly influence teaching allegories of teachers in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested in this study at 0.05 level of significance.

Ho1. There is no significant relationship between the classroom configuring in the 21st century and teaching allegories of teachers in public elementary schools.

Ho2. The domains of classroom configuring in the 21st century do not significantly influence teaching allegories of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study used the descriptive correlation method. This method was applied when the objective was to describe the status of the situation as it existed at the time of the study and to explore the causes of a particular phenomenon. In correlation research, it involved collecting data to determine whether a degree of relationship existed between two or more quantifiable variables (Baguio & Baguio, 2025).

This descriptive survey dealt with quantitative data about the said phenomenon. The quantitative aspect was an appropriate schedule for gathering the data that was designed for the target respondents to answer the questions. The process of gathering the data was conducted through the use of questionnaires (Pregoner, 2024). The focus of the study determined the relationship between classroom configuring in the 21st century and the teaching allegories of teachers in public elementary schools in Babak District, Division of Island Garden City of Samal.

2.2 Research Respondents

The respondents of this study were 135 teachers in Babak District, Division of Island Garden City of Samal, who evaluated the relationship between classroom configuring in the 21st century and the teaching allegories of teachers in public elementary schools through a questionnaire that was administered to them by the researcher. The teachers involved had served at least three years in public elementary schools. This study was conducted from 2023 to 2024. The researcher used the universal sampling process in selecting the respondents, wherein all the teachers in the selected schools were considered as the actual respondents.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on classroom configuring in the 21st century and the teaching allegories of public elementary school teachers. The questionnaire consisted of two main sections aligned with the research variables. Each section was carefully structured to ensure clarity, contextual relevance, and alignment with the study's objectives.

The first section focused on classroom configuring in the 21st century. These items were constructed based on a review of relevant literature and frameworks on 21st-century education. To validate the content of this section, the questionnaire was

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reviewed and evaluated by experts in curriculum development and educational technology. This section showed high internal consistency, with a Cronbach's alpha of 0.95, indicating excellent reliability.

The second section assessed the teaching allegories of teachers, which shaped teaching approaches. Items were adapted from validated instruments in related studies and refined to suit the public elementary school context of Babak District. This section also demonstrated strong internal reliability, with a Cronbach's alpha coefficient of 0.86. The final version of the instrument was deemed clear, comprehensive, and suitable for the target respondents, making it appropriate for the data collection process in this study.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent of the Division of Davao del Sur to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses.

After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis. The following tools were utilized: mean and standard deviation, Pearson's r correlation coefficient, and multiple regression analysis.

2.5 Data Analysis

The gathered data were classified, analyzed, and interpreted using the following statistical tools:

The mean was used to determine the relationship of classroom configuring in the 21st century and the teaching allegories of teachers in public elementary schools in Babak District, Division of Island Garden City of Samal.

The Pearson Product Moment Correlation (Pearson r) was used to find out the significant relationship between classroom configuring in the 21st century and the teaching allegories of teachers in public elementary schools.

Regression analysis was used to determine the influences between classroom configuring in the 21st century and the teaching allegories of teachers in public elementary schools in Babak District, Division of Island Garden City of Samal.

3. RESULTS AND DISCUSSION

3.1 Level of Classroom Structuring among Teachers

Table 1. ***Level of Classroom Structuring among Teachers***

No	Domains	Mean (x)	Descriptive Level
1.	mastery of the subject matter	3.57	High
2.	classroom setting	3.80	Moderate
3.	art of questioning	2.98	Moderate
4	evaluation	4.54	High
5	Feedback	3.95	High
	Overall	**3.77**	**High**

Presented in Table 1 is the level of classroom structuring among teachers, based on the mean scores across five key domains: mastery of the subject matter, classroom setting, art of questioning, evaluation, and feedback. The domain of evaluation obtained the highest mean score of 4.54, described as high, indicating that teachers consistently applied assessment practices to measure learning and guide instructional decisions. This was followed by the domain of feedback, which had a mean score of 3.95, also described as high, suggesting that teachers regularly provided constructive comments to support student progress. The domain of mastery of the subject matter registered a mean score of 3.57, likewise categorized as high, reflecting that teachers possessed adequate knowledge and skills in their subject areas. Meanwhile, the domain of classroom setting recorded a mean score of 3.80, described as moderate, showing that while teachers maintained organized environments, there was still room for improvement in optimizing classroom arrangements. Lastly, the domain of art of questioning obtained the lowest mean score of

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2.98, also described as moderate, indicating that teachers only sometimes used questioning strategies to promote critical and higher-order thinking. Overall, the level of classroom structuring among teachers yielded a mean score of 3.77, categorized as high, which means that teachers generally demonstrated effective classroom structuring practices, though some domains require further enhancement.

This finding aligns with the study of Marzano and Toth (2018), which emphasized that effective classroom structuring involves a balance of content mastery, proper evaluation, and feedback, along with questioning techniques that foster higher-order thinking. Their work highlighted that teachers who are able to combine strong subject knowledge with meaningful assessment practices create classroom environments that are not only well-organized but also conducive to active student participation and critical reflection. Similarly, Hattie (2019) found that classrooms with strong structuring practices significantly enhance student achievement by providing clear organization, constructive feedback, and learning environments that support deeper engagement and understanding. He further stressed that feedback, when used effectively, ranks among the most powerful influences on student learning outcomes. In addition, Darling-Hammond et al. (2020) affirmed that effective classroom structuring is deeply connected to equitable teaching practices, as it ensures that all students have access to meaningful learning opportunities, consistent assessment, and supportive feedback, which collectively strengthen both academic performance and student motivation.

3.2 Level of Teaching Allegories among Teachers

Table 2. ***Level of Teaching Allegories among Teachers***

No	Domains	Mean (x)	Descriptive Level
1.	Reflection	3.55	High
2.	Clarity of Expectations	4.32	High
3.	Values Integration	4.55	High
4	Discovery	4.56	High
	Overall	**4.25**	**High**

Presented in Table 2 is the level of teaching allegories among teachers, based on the mean scores across four key domains: reflection, clarity of expectations, values integration, and discovery. The domain of discovery obtained the highest mean score of 4.56, described as high, indicating that teachers frequently encouraged learners to explore new ideas, engage in inquiry, and construct knowledge through active participation. This was closely followed by values integration, which had a mean score of 4.55, also described as high, suggesting that teachers consistently incorporated moral, ethical, and cultural values into classroom practices to promote holistic student development. The domain of clarity of expectations registered a mean score of 4.32, likewise categorized as high, reflecting that teachers clearly communicated their learning goals, performance standards, and behavioral expectations to guide students effectively. Lastly, the domain of reflection obtained the lowest mean score of 3.55, though still described as high, indicating that teachers engaged learners in reflective practices but to a lesser extent compared to other allegories. Overall, the level of teaching allegories among teachers yielded a mean score of 4.25, categorized as high, which means that teachers generally demonstrated effective use of teaching allegories in their classrooms, particularly in fostering discovery, integrating values, and clarifying expectations, while reflection remains an area that could be further strengthened.

This finding aligns with the study of Schön (2017), who emphasized that reflective practice, as a form of teaching allegory, is central to effective instruction because it enables teachers to use narratives of past experiences to guide both their own growth and their students' learning. Similarly, Bruner (2019) highlighted that discovery-oriented learning represents another vital teaching allegory, as it frames instruction in ways that allow learners to construct meaning, solve problems, and develop independence through guided exploration. In addition, Lickona (2020) affirmed that values integration functions as a powerful teaching allegory by embedding moral and ethical lessons into daily instruction, thereby shaping students' character alongside their academic development.

3.3 Significant Relationship Between Classroom Structuring and Teaching Allegories of Public Secondary School Teachers

Table 3. ***Significant Relationship Between Classroom Structuring and Teaching Allegories of Public Secondary School Teachers***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Classroom Structuring **(X)**	Teaching Allegories **(Y)**	0.90	High Correlation	0.000	Reject

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Presented in Table 3 is the correlation analysis between classroom structuring and teaching allegories among public secondary school teachers. The computed correlation coefficient (r) is 0.90, indicating a high degree of correlation between the two variables. The corresponding p-value is 0.000, which is below the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between classroom structuring and teaching allegories. This finding suggests that when classroom structuring practices are strong, teaching allegories also tend to be highly evident, underscoring the importance of organized instructional environments in supporting reflective, value-driven, and discovery-based teaching practices.

This finding is supported by the work of Marzano and Toth (2018), who emphasized that effective structuring of classroom practices enhances the clarity and delivery of instructional approaches, thereby enabling teachers to employ allegorical strategies such as reflection, questioning, and discovery-based learning. Similarly, Schön (2019) highlighted that reflective practice, as a core teaching allegory, becomes more effective in well-structured environments where learning processes are clear and organized. In addition, Bruner (2019) noted that discovery learning thrives best in classrooms with established routines and supportive settings, as structure provides the necessary foundation for exploration and meaning-making.

3.4. Significant Influence of the Domains of Classroom Structuring on Teaching Alegories among Teachers

Table 4. ***Significant Influence of the Domains of Classroom Structuring on Teaching Alegories among Teachers***

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.12	0.38		2.95	0.004	Significant
Mastery of the Subject Matter	0.36	0.29	0.32	3.21	0.002	Significant
Classroom Setting	0.41	0.33	0.35	3.45	0.001	Significant
Art of Questioning	0.28	0.26	0.27	2.88	0.005	Significant
Evaluation	0.52	0.39	0.46	4.12	0.000	Significant
Feedback	0.47	0.36	0.42	3.89	0.000	Significant
Classroom Structuring = 1.12 + 0.36(Mastery of the Subject Matter) + 0.41(Classroom Setting) + 0.28(Art of Questioning) + 0.52(Evaluation) + 0.47(Feedback) $R = 0.92$; $R^2 = 0.85$; $F = 128.64$; p-value = 0.000						

Presented in Table 4 is the regression analysis examining the significant influence of the domains of classroom structuring on teaching allegories among teachers. The regression model yielded an R-value of 0.92 and an R^2 value of 0.85, suggesting that 85% of the variance in teaching allegories is accounted for by the collective contributions of the classroom structuring domains. The model is statistically significant, as evidenced by an F-value of 128.64 and a p-value of 0.000, which is well below the standard significance level of 0.05. Therefore, the null hypothesis is rejected, confirming that the domains of classroom structuring have a significant influence on teaching allegories.

Among the predictors, evaluation emerged as the most influential domain, with a standardized beta (β) coefficient of 0.46, an unstandardized coefficient (B) of 0.52, and a t-value of 4.12 ($p = 0.000$), indicating a strong and statistically significant relationship. Feedback followed closely, showing a robust influence with $\beta = 0.42$, $B = 0.47$, and $t = 3.89$ ($p = 0.000$). Classroom setting also demonstrated a meaningful impact, with a β coefficient of 0.35, $B = 0.41$, and $t = 3.45$ ($p = 0.001$), confirming its significance. Mastery of the subject matter, while slightly lower, still showed a notable effect with $\beta = 0.32$, $B = 0.36$, and $t = 3.21$ ($p = 0.002$). The art of questioning, although the least influential among the predictors, remained significant with $\beta = 0.27$, $B = 0.28$, and $t = 2.88$ ($p = 0.005$). These results affirm that all five domains significantly contribute to strengthening teaching allegories, with evaluation and feedback emerging as the strongest determinants.

This finding aligns with prior studies that highlight the significance of classroom structuring in enhancing pedagogical strategies. Darling-Hammond (2021) emphasized that structured evaluation and feedback create the foundation for reflective practices and deeper student engagement, as these practices allow teachers to provide clarity, direction, and meaningful reinforcement of learning outcomes. In this sense, structured evaluation not only measures performance but also guides students toward higher levels of reflection and critical understanding. Similarly, Brookfield (2019) noted that questioning techniques, when integrated into a structured classroom, strengthen critical thinking and interpretative skills by prompting learners to make connections, challenge assumptions, and construct meaning from their experiences. This implies that the art of questioning becomes more powerful when framed within a clear and organized classroom routine that fosters dialogue and exploration. In addition, Costa and Kallick (2020) affirmed that habits of mind and reflective dispositions are cultivated more effectively in classrooms where structured routines and mastery of content intersect with allegorical approaches. Such integration allows teachers to embed values, reflection, and discovery-oriented learning into daily practices, ensuring that learners not only acquire knowledge but also develop ethical responsibility, problem-solving skills, and deeper personal insight.

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5. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

Firstly, the level of classroom structuring among teachers is generally high. This indicates that teachers consistently demonstrate practices such as mastery of subject matter, effective classroom setting, systematic questioning, evaluation, and constructive feedback. These dimensions reflect the teachers' ability to organize learning environments that are both supportive and disciplined, enabling effective instructional delivery. The high level of classroom structuring suggests that teachers possess the pedagogical clarity and management skills necessary to sustain teaching allegories that encourage reflection, discovery, and interpretative learning.

Secondly, the level of teaching allegories manifested by teachers is also high, as shown through their practices of reflection, discovery-based approaches, questioning, and evaluative methods. These allegories contribute to shaping meaningful classroom experiences that extend beyond content acquisition and nurture students' critical thinking, creativity, and ethical development. Teachers' consistent use of allegorical strategies highlights their role in promoting deeper learning and fostering environments where students engage not only with knowledge but also with values and dispositions.

Thirdly, the study revealed a statistically significant positive relationship between classroom structuring and teaching allegories among teachers. This indicates that as teachers implement more structured approaches in their classrooms, the effectiveness and depth of their allegorical teaching practices are correspondingly enhanced. This finding underscores the interplay between structured pedagogy and symbolic teaching approaches, suggesting that organization and clarity in classroom management provide a strong foundation for reflective and discovery-oriented instruction. Consequently, the null hypothesis was rejected in favor of a meaningful association between the two variables.

Lastly, the study identified that specific domains of classroom structuring, namely evaluation, feedback, classroom setting, mastery of subject matter, and the art of questioning, significantly influence teaching allegories. Evaluation and feedback strengthen reflective practices and guide student improvement, while mastery of subject matter ensures accuracy and depth of content delivery. Similarly, classroom setting and questioning techniques contribute to the development of interpretative and critical thinking skills, enabling students to construct meaning actively. These structural domains not only enhance instructional clarity but also enrich allegorical approaches that emphasize reflection, discovery, and meaning-making. Strengthening these domains may therefore serve as a strategic focus for professional development programs aimed at elevating the overall effectiveness of teaching practices and advancing student learning outcomes.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, considering the high level of classroom structuring among teachers, school leaders are encouraged to sustain and further enhance practices that promote systematic evaluation, constructive feedback, effective classroom settings, and mastery of subject matter. Initiatives may include providing professional development programs on classroom organization, developing feedback mechanisms that support reflective practice, and offering resources to strengthen subject expertise. These efforts may ensure that teachers continue to cultivate structured and purposeful learning environments.

Secondly, given the high level of teaching allegories demonstrated by teachers, efforts may be directed toward reinforcing strategies such as reflection, questioning, and discovery-based learning. Teachers may benefit from training workshops on inquiry-based pedagogy, reflective journaling, and discovery-oriented instruction. Encouraging teachers to integrate allegorical approaches across subject areas may help students not only acquire knowledge but also develop critical thinking, ethical values, and independent learning skills.

Thirdly, in light of the significant relationship between classroom structuring and teaching allegories, school administrators may provide supportive systems that align classroom management practices with deeper pedagogical goals. This may involve mentoring programs where experienced teachers guide others in blending structured classroom practices with allegorical strategies, as well as collaborative learning communities where teachers share successful methods of reflective and discovery-based teaching.

Fourthly, the significant influence of specific domains of classroom structuring—such as evaluation, feedback, classroom setting, mastery of subject matter, and questioning—on teaching allegories suggests the need for targeted interventions. School heads may design programs that focus on improving questioning techniques, enhancing classroom layouts for active learning, and refining assessment methods to encourage reflective thinking. Strengthening these domains may further empower teachers to employ allegorical approaches that foster creativity, problem-solving, and deeper learning outcomes among students.

Lastly, future researchers are encouraged to explore other potential variables that may influence the relationship between classroom structuring and teaching allegories. Investigating areas such as teacher well-being, institutional leadership, policy support, and technological integration may yield richer insights. Employing qualitative or mixed-method designs may also provide deeper understanding of how structured pedagogical practices interact with symbolic teaching strategies to enhance student learning over time.

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