

## **TEACHERS' PRACTICES IN THE PREPARATION FOR CLASSROOM OBSERVATION**

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### **Abstract:**

Classroom observations systematically measure teachers' performance, offering an effective professional development method. This study examines teachers' perceptions of classroom observation and its impact on their demographic profile. It evaluates the classroom observation and its relationship between teachers' demographic profile and practices in the preparation for classroom observation. The study involved 50 elementary teachers in Kawayan District I and II, Division of Biliran using a tool adapted from DepEd, COT (RPMS) for Teacher I-III. A descriptive-correlational research design and convenience sampling were employed, with mean, standard deviation, and Pearson Product Moment Correlation for statistical analysis. Results revealed majority of the respondents assessed teachers' practices on pre-observation, actual observation and post-observation as highly observed.

Based on the findings of the study it is revealed that the correlation analysis showed positive correlation and statistically significant relationship between teachers' demographic profile and their teaching practices. It is recommended that the teachers may consider attending professional development workshops and training sessions to further enhance their teaching practices and gain new insights, skills and knowledge in classroom observation.

## Introduction

Classroom observation is considered one of the strategies to improve teachers' ability to teach and gauge students' outcomes. It is intended to enhance teachers' classroom practices and effectiveness in teaching (Reños, G., & Pontillas, P. (2024). This study aims to identify the instructional practices of the teachers in the classroom. Classroom observations serve as a tool for evaluating teachers' instructional methods and providing constructive feedback to enhance teaching practices. However, some educators are apprehensive about this process. They have to prepare instructional materials, incorporate technology into their lessons, and ensure the classroom environment is conducive to learning. As a result, the presence of an observer during teaching can be discomfiting and troublesome for them. They believe their teaching performance is better without the stress of being observed. Despite this, it is important to recognize that the anxiety and stress associated with being observed should not deter professional growth, which is fostered through such observations. The researchers, who are experienced teachers in Kawayan Districts 1 and 2, believed that classroom observation is an effective method for evaluating teaching and learning and enhancing teachers' skills and knowledge.

One of the joys of teaching is the opportunity to find out new ideas and ways of teaching as we try to meet the needs of an ever-changing group of learners. But the bitter truth is that teachers are not perfect though they have good intentions and try their best to do the jobs that they can, they make mistakes. It is never too late to change the way teachers teach in the classroom (Halim, Shanjida & Wahid, Rizwana & Halim, Tanzina. (2018). Classroom observation has long been a part of educational practices, yet the frequency with which teachers embrace it varies. Generally, these observations aim to enhance instructional quality and teaching effectiveness by providing a glimpse into authentic teaching environments.

The researchers want to ascertain the relationship between the demographic profile of the elementary teachers and their practices on classroom observation that enhance their knowledge, skills, and competence. Katal et al. (2021) enumerated three stages of classroom observation. The pre-observation phase is the first where the observer and the observed get a chance to talk about the basis of the observation, where the teacher will be evaluated, and what kind of feedback is being sought. The setting of the lecture, the type of interaction that is anticipated from the students, the expected result, and the method by which the observer will be presented to the students are all given to the observers. In the next stage, the actual observation phase contributes to the observer's teaching abilities while also providing valuable insights into the observer's teaching strategies. The students should be informed of the learners' presence, but he is not allowed to participate in class activities while the observation is going on. Telling them that the observer isn't there to assess their performance and effectiveness is important. The presence of the observer shouldn't influence the way the teachers deliver the lesson in any way from how they do it normally. Taking notes on the points while observing helps the observer's ability to prepare for the teacher. As to the third stage, which is post-observation, the observer and the observed have to discuss the feedback. During their observation, some observers jot down significant points. However, in order to easily remember the specifics of the lesson delivery, it is important to hold a post-observation meeting as soon as possible. Additionally, especially in the areas where the observer has requested feedback, the observer is expected to provide a post-observation form.

One of the best and most conventional methods of serving as a mirror for a teacher is classroom observation. This is a way to let teachers understand where they are in terms of their skills, not only in the delivery of the curriculum but also in their classroom management and their different techniques and abilities. Teachers indeed have an important role in the process of creating good education. They are the active agent of the learning process that leads to good learning outcomes. Learning success or failure is a great responsibility of teachers. This would mean that every school needs to have effective and committed teachers under the tutelage of highly effective school heads (Villamor, E. (2021). In this context, teachers should understand that observation is essential throughout their teaching career as it is a part of the instructional supervision of their school heads. It is not intended to create stress and anxiety but to be fully aware that classroom observation is a means to develop them professionally.

### **Objectives of the Study**

This study aims to determine the teachers' practices in the preparation of classroom observation conducted by the school heads in Kawayan District I and II, Division of Biliran, for the School Year 2024- 2025. Specifically, it seeks to achieve the following:

1. Determine the demographic profile of elementary teachers in terms of:
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Civil status;
  - 1.4 Position, and;
  - 1.5 Years of experience.
  - 1.6 No. of Training
2. To find out the practices of elementary teachers in preparing for Classroom Observation in terms of:
  - 2.1 Pre-observation
  - 2.2 Actual Observation
  - 2.3 Post- Observation
3. Ascertain the significant relationship between the profile of the elementary teachers and their practices in preparing for classroom observation.
4. Develop an enhancement plan to improve the practices of elementary teachers in the preparation for classroom observation.

Hypotheses.

H01: There is no significant relationship between the demographic profile variables and the teachers' practices in terms of pre-observation, actual observation, and post-observation.

H02: There is a significant relationship between the demographic profile variables and the teachers' practices in terms of pre-observation, actual observation, and post-observation.

### **Theoretical Framework**

This study is anchored on Social Learning Theory (SLT) introduced by psychologist Albert Bandura (1960), who proposed that learning occurs through observation, imitation and modeling. It is affected by a number of variables, including motivations, emotions, attitudes, and attention. Bandura's theory goes beyond cognitive theories, which take into account psychological factors like attention and memory, and behavioral theories, which contend that all behaviors are acquired through conditioning.

Later, Bandura based on the Social Learning Theory, created the Social Cognitive Theory in 1986. It asserts that learning takes place in a social context with a dynamic and reciprocal interaction between the individual, their environment, and their behavior. The idea takes into consideration the interplay between environmental and cognitive factors that influence learning. Bandura's Social Cognitive Theory (SCT) emphasizes the importance of observational learning (Bandura, 2001). He stated that a person needs a role model in order to participate in observant learning. The person is motivated to keep learning because they cognitively recognize the worth of what they have learned. With pre-existing skills, students in social cognitive learning are able to match the model's attributes. The observer can then perceive that learning occurs (Martinez et al., 2016). Thus, Thus, the theory corroborates this study on classroom observation because in classroom observation, the school head observes the teacher's interaction, instructional methods, approaches and techniques used in delivering the content, the classroom dynamics on student engagement, the lesson delivery and classroom management. After the observation, the school head provided oral and written feedback and discussed the feedback with the teacher.

### **Review of Related Literature**

Classroom observation is a critical component of the RMPS because it delivers instructions and assesses learners' behavior. As the term suggests, learners observe behaviors and events recorded (Impoff, 2020).

Dizon, San Pedro, Munsayac, Padilla, and Pascual (2018) mentioned that DepEd strengthens its performance and responsibility culture while adhering to its overall organizational directive, vision, and mission by adopting the RPMS as its Strategic Performance Management System (SPMS). According to Department of Education (2015), corporate objectives and performance evaluation should be linked. Indicators are critical for monitoring individual performance and its effect on company goals.

Classroom observations began in late 1960s in the form of formal, informal and peer observation when teachers started receiving observers, clinical supervisors and administrators in their classrooms (Bernstein 2008; Gosling 2002). These observations have various professional and administrative goals. For instance, classroom observation for the purpose of collective data and complete summative appraisal. In these kinds of observations, supervisors meticulously gather data and make informed decisions about the teachers' overall classroom performances (Cogan, 1973).

Halim, Shanjida & Wahid, Rizwana & Halim, Tanzina. (2018) mentioned in their study that classroom observation is the practice of sitting in another teacher's class to observe, learn and reflect. Classroom observation is also defined as a method of evaluating and recording specific information about what is going on within a classroom.' Classroom observation often helps expose teachers to new methods of teaching that might not have occurred to them beforehand. Therefore, observation is important at every stage of a teacher's career. Besides, many teachers, even experienced ones, are not always aware of the nature of their interactions with individual students. One of the most important purposes of classroom observation is to improve teachers' practices in the preparation for classroom observation.

Along with the article of Biswas (2023) posted that classroom observation is very important to help the teaching and learning process be more effective. The purpose of this is to verify that teachers are using all required resources and teaching in a systematic way. In order to help pupils understand the concepts being taught to them,

learning now places more emphasis on breaking each concept down into smaller parts. Assuring that pupils are learning effectively is the most crucial part of classroom observation. To ensure that instructors have the right training to advance their careers, it is also done to assess the knowledge and skills of the teachers.

## **METHODOLOGY**

### **Research Design**

The study utilized a descriptive-correlational research design. A descriptive-correlational research design is appropriate for this study because it seeks to describe and understand the relationships between variables without manipulating them. In this case, the study aims to examine the relationship between the demographic profiles and teachers' practices in the preparation for classroom observation. The correlational aspect of the design allows the researchers to examine the relationships between demographic profiles and teachers' practices in the preparation for classroom observation. By collecting data on demographic profiles and teachers' practices in the preparation for classroom observation in terms of pre-observation, actual, and post-observation, the researchers can examine whether there is a relationship between these variables and, if so, the nature and strength of that relationship. Overall, a descriptive-correlational research design is appropriate for this study as it allows to determine the practices of elementary teachers in preparing for classroom observation and ascertain the significant relationship between the profile of the elementary teachers and their practices in preparing for classroom observation in terms of pre-observation, actual, and post-observation.

### **Research Locale**

The research locale of the study is the schools in two districts in Kawayan I and II. The researchers chose this locale due to its accessibility and willingness to participate in the study.

### **Research Respondent**

The participants of this study on determining teachers' practices in the preparation for classroom observation are the fifty (50) elementary teachers from the selected schools in Kawayan District I and II in the Division of Biliran for the School Year 2024- 2025. Similar to other divisions, the Division of Biliran aims to provide quality education to students by increasing their academic performance with teachers who are considered to have a crucial role in shaping the lives and careers of future generations. This study, which was carried out on eight (8) schools in Kawayan District I and II in the Division of Biliran, utilized the convenience sampling technique, focusing on elementary teachers who were available and willing to participate in the study.

### **Research Instrument**

The research instrument employed in this study is a Likert-scale questionnaire congruent to the objectives of the study and adapted to the journal study so that at the end of this research, all objectives were attained. There are two parts of the survey questionnaire. The first part is the demographic profile while the second part is the teachers' practices in the preparation for classroom observation in terms of pre-observation, actual observation, and post-observation. Pre-observation and post-observation are adapted to the journal study, while the actual observation is taken from DepEd, COT- (RPMS) for Teacher I – III.

### Data Gathering Procedure

The researchers drafted a letter addressed to the respondents, requesting them to be participants in the study. During the actual data-gathering process, the researcher explained to the teachers the rationale and purpose of the study, that their participation was voluntary, and that they could withdraw anytime if they were no longer willing to participate. Additionally, the participants' confidentiality and privacy were protected to the fullest extent possible.

### Statistical Treatment

Descriptive statistics such as mean and standard deviation were utilized to assess the classroom observation on pre-observation, actual observation and post-observation. For the significant relationship between the demographic profile of the elementary teachers and their practices in classroom observation, Pearson Product Moment of Correlation was used. The correlation analysis will be used to measure the strength and direction of the relationship between demographic profiles of the elementary teachers and their practices in classroom observation.

### Ethical Consideration

In order to enrich the ethical considerations of the study, the researcher also took steps to protect the privacy and confidentiality of the respondents. All personal information collected during the study was kept strictly confidential and only used for the purposes of the research. Any identifying information was removed or anonymized to ensure that individual participants could not be identified. Additionally, the researchers made sure to obtain informed consent from the the participants, ensuring that they were fully aware of the nature of the study and their rights as participants. Any potential risks or harm resulting from participation in the study were minimized, and participants were given the opportunity to withdraw from the study at any time without penalty. Overall, the ethical considerations of the study were carefully addressed in order to protect the rights and well-being of the participants.

## RESULTS AND DISCUSSION

**Problem 1: Determine the demographic profile of elementary teachers in terms of age, sex, civil status, position, years of experience and number of trainings.**

**Table1: Demographic Profile of Elementary Teachers**

Age		f	%
	25-30 years old	21	42
	31-35 years old	8	16
	36-40 years old	9	18
	41-45 years old	6	12
	46-50 years old	2	4
	51-60 years old	4	8
	Total	50	100
Sex		f	%
	Male	8	16
	Female	42	84
	Total	50	100

Civil Status		f	%
	Single	19	38
	Married	29	58
	Widow	2	4
	Total	50	100
Position		f	%
	T-1	22	44
	T-2	11	22
	T-3	15	30
	Mt-1	2	4
	Total	50	100
Years of Experience	1-5 years	22	44
	6-10 years	8	16
	11-15 years	4	8
	16-20 years	7	14
	21-25 years	1	2
	26-30 years	7	14
	31-35 years	0	0
	36-40 years	1	2
	Total	30	100
No. of Training	1-5	21	42
	6-10	12	24
	11-15	11	22
	16-20	5	10
	21-25	1	2
	Total	50	100

**Age.** The table shows the age profile of elementary teachers with the largest group of (25-30) years old (42%), indicating a relatively young workforce and a significant portion (16%) falls within the 31-35 years old age group. This meant the age distribution shows a general decline in frequency as age increases.

**Sex.** In the frequency distribution of sex, it can be observed that the sample is predominantly female with a frequency count of 42 at a percentage of 84.0, with males representing only 16%. This implies a strong gender imbalance exists however teachers may have developed effective teaching strategies and established practices regardless of gender.

**Civil Status.** The table presents the Civil Status of elementary teachers. This shows the majority of the sample are married at a percentage of 58%, while a significant portion is single 38% and a small percentage is widowed 4%. This meant that married teachers with children might face greater time constraints outside of school, potentially affecting their ability to dedicate time to lesson planning and preparation for classroom observation and single teachers might have more flexible schedules, while widowed teachers might have different priorities and levels of support.

**Position.** The table shows the distribution of position. The most common position is Teacher-1 at a percentage of 44.0 and positions T-2 and T-3 are also well-represented 22% and 30% respectively while MT-1 is the least common position of elementary teachers. The distribution across (T-1,T-2,T-3,Mt-1) suggests a range of roles and responsibilities within the school system while the most common position is T-1 suggesting a concentration in a particular role.

**Years of Experience.** The table represents the years of experience of elementary teachers with the majority of teachers have 1-5 years of experience (44%), a significant number with 6-10 years of experience (16%). The distribution shows a decrease in frequency as years of experience increase, with very few teachers having more than 25 years of experience. This meant a high proportion of less experienced workforce. This might mean that many teachers are still developing their teaching practices and skills. However, it doesn't necessarily imply that their practices are inferior; newer teachers may be highly motivated and innovative.

**Number of Training.** The table presents the frequency distribution of the number of training sessions attended by the same 50 individuals.

**Problem 2: Find out the practices of elementary teachers in preparing for Classroom Observation in terms of Pre-Observation, Actual Observation and Post-Observation**

**Table 2: Distribution of Respondents' Assessment of Pre-Observation**

Indicator	Mean	SD	Description
I check the attendance and punctuality of the students before the observation.	3.72	0.454	At All Times
I prepare the lesson plan/logbook, teaching guide, and manual before teaching.	3.70	0.463	At All Times
I prepare the instructional materials, textbooks, and technology equipment.	3.54	0.542	At All Times
I incorporate the use of ICT in the delivery of the lesson.	3.54	0.503	At All Times
I choose my strategies and activities to engage the learners.	3.68	0.471	At All Times
I maintain an environment that promotes fairness and respect to encourage learning.	3.82	0.388	At All Times
I maintain a flexible pacing for the lesson, adjusting the timetable as needed to ensure all learning objectives are covered within the allocated time.	3.62	0.490	At All Times
I initiate a pre-lesson discussion designed to activate prior knowledge, generate curiosity, and set the stage for active learning.	3.58	0.499	At All Times
I review the alignment of the objectives to the evaluation to be administered to the students.	3.72	0.497	At All Times
I prepare the test notebook on formative and summative evaluation.	3.48	0.677	At All Times
Overall	3.64	0.498	At All Times

Table 2 shows the distribution of respondents' assessment of pre-observation with an overall mean of 3.64 (SD= 0.498), described as At all Times. This means that these teacher respondents viewed classroom pre-observation as part of day-to-day life as a teacher. This is the stage of observation where the observer will clarify the purpose of the lesson, identify specific goals to accomplish, and discuss specific strategies and



techniques to be employed. Teachers' attitudes or behavior towards pre-classroom observation need to be positive because it can affect their performance development as teachers. Smith and Brown (2020) highlighted the positive impact of intentional pre-observation planning on teacher self-reflection and growth. This observation emphasizes the importance of strategic pre-observation planning in setting clear goals and expectations. This involves collaborative discussions between teachers and observers to align on the focus areas of the observation. According to Bilog *et al.* (2023), classroom observation can be one of the actuating aspects that could lead to the teachers' engrossment. The classroom, pupils, lesson plans, and teaching materials are part of teaching.

In particular, the indicator I check the attendance and punctuality of the students before the observation and I review the alignment of the objectives to the evaluation to be administered to the students obtained the highest mean of 3.72 (SD = 0.454 and 0.497 respectively), described as At all Times. Wijesiri(2015) in his article "Punctuality and Good attendance will have Positive Impact on Workplace". The survey show that punctuality and attendance shows mastery, competence, integrity, value people, and value oneself likewise reviewing the alignment of objectives and evaluation is a crucial step and it shows that teachers in this study ensures the evaluation accurately measures what was taught and the pupils were expected to learn.

On the other hand, the indicator I prepare the test notebook on formative and summative evaluation garnered the lowest mean of 3.48 (SD=0.677), described as At all Times. This signifies that there are teachers who do not give focus on areas where pupils struggled most and did not identify the specific areas of weakness where they can create targeted interventions to address those weaknesses.

**Table 3: Distribution of Respondents' Assessment of Actual-Observation**

Indicator	Mean	SD	Description
I apply knowledge of content within and across curriculum teaching areas.	3.62	0.49	At All Times
I use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.56	0.501	At All Times
I apply a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills.	3.56	0.541	At All Times
I create a structured classroom environment that facilitates individual and group engagement through diverse hands-on activities.	3.48	0.58	At All Times
I manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	3.64	0.525	At All Times
I use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.	3.58	0.538	At All Times
I plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	3.44	0.501	At All Times

I select, develop, organize, and utilize relevant learning resources and ICT tools to effectively address learning goals	3.52	0.505	At All Times
I cultivate a supportive learning environment that fosters active participation, cooperation, and passion for continued learning.	3.58	0.499	At All Times
Overall	3.55	0.52	At All Times

Table 3 illustrates the distribution of respondents' assessment of actual observation with an overall mean of 3.55 (SD=0.52) described At all Times . This indicates that teachers consider actual classroom observations as essential because, in this stage, they focus on the delivery of the lesson and observe the student's behavior and reactions. For the teachers actual classroom observation is a favorable probability for professional development, which offers valuable insights about teaching strategies, pupil engagement, and overall classroom enthusiasm. According to Sanjeev Datta Personality School (2021), to make teaching and learning more valuable and visible, classroom observation provides constructive and honest feedback to improve classroom management and helps interaction between students and teachers. It also provides them with information about classroom behavior. The article of Moskowitz Teachers (2023) singled out that classroom observation is an act of watching a teacher's performance in their classroom or learning environment. It is also a method of documenting without interrogating individuals, things, or events' behavioral patterns or 79 <https://journals.e-palli.com/home/index.php/ajahs>

communicating with them. Ding *et al.* (2019) emphasize how important it is to have established observation techniques. The focus, uniformity, and alignment of observations with learning goals are guaranteed by well-defined frameworks. Further, the indicator I manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments obtained the highest mean rating of 3.64 (SD=0.525) described as At all Times. This signifies that teacher's focus is on managing learner's behavior constructively through positive and non-violent discipline during actual classroom observation. This practice creates a positive learning environment, promotes pupil's success, and teaches valuable life skills. It focuses on preventing problems rather than simply reacting to them.

Meanwhile, the indicator I plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts. got the lowest mean rating of 3.44 (SD=0.501), described as At all Times. This means that many teachers are lack of developmental sequencing. It means the lessons might not be appropriately sequenced to match pupils' developmental stages and prior knowledge and the concepts might be introduced too early or too late, leading to confusion and frustration. The teaching might not adequately cover the required curriculum content or might not align with the learning objectives. This could result in gaps in student learning.

**Table 4: Distribution of Respondents' Assessment of Post-Observation**

Indicator	Mean	SD	Description
I submit a complete written report on the observation conducted by my school head.	3.4	0.728	At All Times
I utilize appropriate strategies that suit to the subject matter.	3.64	0.525	At All Times
I effectively integrate ICT tools like interactive quizzes or screen recordings to provide my school head with a more interactive and informative observation experience.	3.44	0.611	At All Times
I annotate my lesson plan with notes on adjustments made during the observation and areas for future improvement.	3.46	0.579	At All Times
I monitor the student's academic progress through the result of the evaluation.	3.66	0.479	At All Times
I am able to accomplish the objective of the lesson as planned.	3.62	0.49	At All Times
I identify the problems and areas in teaching that need to be improved.	3.54	0.542	At All Times
I develop trust and positive attitude in classroom observation.	3.64	0.563	At All Times
I am able to reflect the best practices to enhance my instructional skills.	3.64	0.525	At All Times
I am able to identify my strength and weaknesses after the evaluation.	3.66	0.557	At All Times
Overall	3.57	0.56	At All Times

Table 4 shows the respondents' assessment of the level of classroom observation considering post-observation with an overall mean of 3.56 (SD=0.531), described as At all Times. This infers that teachers are aware of the importance of post-observation. They consider this to be a crucial stage in the teacher assessment process, which offers a chance for contemplation, criticism, and professional development. They would be able to analyze which part of the instruction worked well and what particular aspect to be improved. They comprehend that the purpose of the post-observation is to review and assess the data for the purpose of improving their instruction. In the study conducted by Hill (2021) using the questionnaire developed by Kember *et al.* (2020), they concluded that post-observation talks are valuable as they provide a platform for self-reflection and introspection. In the same manner, it allows teachers to critically assess their pedagogical approaches and their conversations foster ongoing professional development. The indicator I am able to identify my strengths and weaknesses after the evaluation attained the highest mean rating of 3.66 (SD=0.557), described as At all Times. This means that teachers have discovered their strengths and weaknesses after the observation. The feedback given to them by the observer helped them realize what areas they naturally excel in. The strengths include their knowledge, attributes, skills, and positive talents. Meanwhile, their weaknesses are the particular areas that are not well developed and need to be improved. The opportunity to reflect and talk about the observed teaching practice is provided by this post-observation phase for both the instructor and the observer, the accomplishment of the objectives through the students, the teaching strengths, the problems encountered and the suggestions for improvement (Zhu Ya -nan, 2023).

The indicator I submit a complete written report on the observation conducted by my school head got the lowest mean rating of 3.40 (SD=0.728), described as At all Times. This suggests that these few respondents seldom submit a complete written report on the observation conducted by the school head. The reports might not include sufficient self-reflection on your teaching practices, identifying areas of strength and areas needing improvement. This demonstrates a lack of commitment to professional growth.

**Table 5: Summary of the Respondents' Assessment of Classroom Observation**

Variables	Mean	SD	Interpretation
Pre-Observation	3.64	0.498	At All Times
Actual Observation	3.55	0.520	At All Times
Post-Observation	3.57	0.560	At All Times
Overall	3.59	0.53	At All Times

The table 5 shows the summary of the respondent's assessment of the level of classroom observation. Overall, results show that the respondents' assessment of the level of classroom observation was very high as indicated by the overall mean of 3.59 (SD=0.53), interpreted as Highly Observed. The result divulges that teachers consider classroom observation as important part of teaching. They highly Observed that it provides a satisfactory learning experience for the learners and this is done by implementing instructional strategies and techniques as planned by them. Delivering appropriate teachings in the greatest possible learning environment leads to improve academic achievement of the learners. Djoub ( 2023) accentuates that classroom observations are an essential step in the assessment process to learn how students perform in the classroom, identify those who may need support, and monitor progress. Properly executed, observations can serve as a tool for both evaluating instruction and learning and enhancing the expertise and abilities of teachers.

The variable Pre-observation obtained the highest mean rating of 3.64 (SD=0.498) interpreted as Highly observed. This indicates that majority of the teachers are convinced that an effective observation process requires effective communication between the teacher and observer during the pre-observation phase to ensure aligned expectations. It is known from the way things are handled among teachers that good communication is essential to setting clear expectations for both the principal and the teacher during the pre-observation period. Everyone involved is able to convey their goals, worries, and aspirations for the observation process with clarity and openness when communication is open. Teachers can share their teaching practices, learning goals, and any particular areas they want to focus on during the observation by having a conversation with the principal before the observation. Cabigao (2021) emphasized that during the pre-observation stage, which is the first phase, teachers and observers prepare for the observation by orienting themselves on the pre-determined indicators, ensuring the preparedness of teachers by knowing exactly what to prepare and what teaching behaviors are expected from them in the actual observation.

Moreover, the variable Actual-observation got the lowest mean rating of 3.55 (SD=0.520), interpreted as At all Times. This implies that these teachers are worried about the possible outcome during the actual observation. They are afraid of hearing the negative comments and suggestions of the observer. They failed to understand that the observation is conducted to gain valuable insights to develop oneself and to help the

students learn. Engaging in a reflective conversation will provide helpful feedback that encourages the teacher's professional growth. According to Ryan (2023), constructive feedback is a specific type of instruction feedback intended to provide guidance, insights, and suggestions for improvement.

In order to help teachers improve their teaching methods, deals with difficulties, and maximize the performance of the pupils and school head are able to provide helpful criticism.

### Problem 3: Relationship between the Demographic Profile Variable and Teachers' Practices

**Table 6: Pre-Observation**

		Mean	SD	r-value	p-value	Interpretation
Pre-Observation	Age	2.44	1.61	-.35	.013	Significant
	Sex	1.84	.37	.094	.514	Not Significant
	Civil Status	1.66	.56	-.407	.003	Significant
	Position	1.94	.96	-.364	.009	Significant
	Years of Experience	2.66	1.97	-.227	.113	Not Significant
	No. of Training	2.06	.114	-.411	.003	Significant

The table 6 shows the results of a correlation analysis between several demographic variables (Age, Sex, Civil Status, Position, Years of Experience, No. of training) and Teachers' Practices in Pre-Observation. The findings indicate that there is statistically significant correlation between the teachers' pre-observation practices and the demographic variables (age, civil status, position, and no. of training). The analysis used Pearson's r correlation coefficient and the associated p-value. The four variables have p-values below the typical significance level of 0.05, meaning there is significant correlations between the demographic profile of the teachers and their practices in the preparation of pre-observation. Therefore, the study supports the hypothesis that any of these demographic factors are related to the teachers' practices before the observation.

**Table 7: Actual Observation**

		Mean	SD	r-value	p-value	Interpretation
Actual-Observation	Age	2.44	1.61	-.231	.107	Not Significant
	Sex	1.84	.37	.013	.929	Not Significant
	Civil Status	1.66	.56	-.281	.048	Not Significant
	Position	1.94	.96	-.222	.121	Not Significant
	Years of Experience	2.66	1.97	-.129	.371	Not Significant
	No. of Training	2.06	1.114	-.169	.239	Not Significant

Table 7 presents correlation analysis results for several demographic variables (age, sex, civil status, position, years of experience, No. of Training) and their relationship with teachers' practices with regards to actual observation. The interpretation, which consistently shows not significant across all variables. This means that the statistical analysis found no significant correlation between any of the listed demographic factors and the teachers' practices in actual observation. The p-value (all above the typical significance level of 0.05) support this finding.

**Table 8: Post Observation**

		Mean	SD	r-value	p-value	Interpretation
Post-Observation	Age	2.44	1.61	-.089	.540	Not Significant
	Sex	1.84	.37	-.058	.691	Not Significant
	Civil Status	1.66	.56	-.001	.995	Not Significant
	Position	1.94	.96	-.055	.703	Not Significant
	Years of Experience	2.66	1.97	-.000	.999	Not Significant
	No. Of Training	2.06	1.114	-.053	.717	Not Significant

Table 8 shows the results of a correlation analysis examining the relationship between demographic factors (age, sex, civil status, position, years of experience, no. of training) and teachers' practices after an observation. This indicates that, even after the observation, there is no statistically significant relationship between the teachers' demographic characteristics and their teaching practices. The p-values, all considerably larger than 0.05 (a common significance threshold), reinforce this conclusion. High p-values suggest that any observed correlations are likely due to chance, not a genuine relationship between the variables.

**Problem 4: Develop an enhancement plan to improve the practices of elementary teachers in the preparation for classroom observation**

**Table 9. Matrix of Enhancement Plan**

Area of Focus	Current Practice	Enhancement Plan	Resources Needed	Timeline	Responsible Person
Lesson Planning	Basic Lesson plans	Develop detailed, standards-aligned lesson plans	Professional development workshops	2 weeks	Teachers
Classroom Management	Standard procedures	Implement positive behavior and anti-bias classroom management strategies	Training sessions, classroom resources	2 weeks	Teachers
Student Engagement	Passive participation	Increase interactive games and learning activities	Interactive materials, technology integration	1 month	Subject Teachers
Assessment Techniques	Traditional tests/pencil and paper test	Incorporate formative assessments or performance tasks	Assessment tools, training	3 weeks	Curriculum Assessment Coordinator/Master Teacher/School Head
Teacher Collaboration	Occasional meetings	Regular LAC or collaborative planning sessions/meeting	Meeting schedules, shared resources	Ongoing	All Teachers

		s			
Parental Involvement	Nominal communication	Regular checking of parents' attendance during Portfolio Day or HPTA/GPTA Conference	Communication letter / Meeting schedules	Ongoing	Teachers School Head GPTA Officers

## CONCLUSION

Based on the results and discussions that have been presented, the following conclusions were made: It is revealed that the demographic profile of elementary teachers characterized by a relatively young workforce, a significant gender imbalance favoring females, and a concentration of teachers 1-5 years of experience. Importantly, despite the variations in demographic factors, assessments of the classroom observation consistently indicate a high level of satisfaction and engagement. Majority of the respondents assessed classroom observation on pre-observation, actual observation and post-observation as highly observed. Based on the findings of the study it is revealed that the correlation analysis of the data is statistically significant relationship between teachers' demographic profile and their teaching practices. This suggest that teachers' practices are significantly influenced by these demographic factors. This suggests that effective teaching strategies and established practices may be developed regardless of gender, age, civil status, position, or years of experience. On the other hand, the findings of the study indicate overwhelming positive perceptions of the classroom observation process among the respondents.

## RECOMMENDATION

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. The school head may create a supportive environment during the pre-observation so that teachers would feel comfortable and confident. Teachers should plan ahead of what is to prepare for the pre-observation. They should prepare the plan and identify the appropriate instructional tools and best technique to improve the teaching. They should fully grasp that supervision serves as an essential step to develop them professionally.

2. School heads and teachers may consider actual observation as a form of collaborative professional development in as much as it is an avenue to display the instructional technique and ideologies that give direction to education in areas of the curriculum.

3. School heads, during post-observation feedback, need to encourage the teacher to apply appropriate strategies to allow students to make meaningful connections on the lessons and provide real-life situations. It would help learners to participate and engage in different activities and situations presented to them. With the advent of technology, they should incorporate technology tools and equipment to make the students motivated and to deepen their understanding on the lessons.

4. To gain a deeper understanding of the factors influencing teachers' practices, qualitative research methods such as interviews or focus groups, should be considered. This could provide valuable insights into teachers' perspectives and experiences that quantitative analysis alone cannot capture.

5. Teachers may consider attending professional development workshops and training sessions to further enhance their teaching practices and gain new insights and teaching strategies in classroom observation.



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