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**CLASSROOM OBSERVATION IMPLEMENTATION IN PUBLIC  
ELEMENTARY SCHOOLS: BASIS FOR POLICY  
RECOMMENDATION**

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**ABSTRACT**

This qualitative study aimed to determine classroom observation implementation in public elementary schools as bases for policy recommendation. Through in-depth interviews, this study collected data from ten elementary school teachers and five school principals. Data gathered was analyzed using thematic analysis. The results revealed that teachers perceived classroom observation using the Classroom Observation Tool (COT) as being hindered by three challenges: inadequate preparation time, feelings of being overly burdened, and insufficient resources. Furthermore, teachers reported experiencing inconsistent feedback, biased judgment, and significant stress during classroom observations. Giving of technical assistance and setting targets to teachers were considered during classroom observation by the school heads. Classroom observation served as a guide to school heads in giving constructive feedback and in monitoring teachers' progress. Given the findings of this study, a policy recommendation was proposed for the improvement of classroom observation

**Keywords:** *Classroom Observation Implementation, Public Elementary Schools, Policy Recommendations*

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## INTRODUCTION

Classroom observation is a collaborative and reflective practice where educators visit and observe their peers' teaching methods, with the ultimate goal of enhancing instructional techniques and fostering professional growth. This observational approach enables teachers to systematically evaluate and document specific aspects of classroom dynamics. Notably, classroom observation is a valuable tool for teachers at every stage of their career, as it promotes self-awareness and intentional instructional refinement. Even experienced educators may benefit from observation, as it can reveal unconscious patterns in their interactions with students. A primary objective of classroom observation is to inform and improve teaching practices, facilitating data-driven instructional adjustments through constructive feedback. By engaging in this reflective process, teachers can identify areas of strength and weakness, and implement targeted strategies to optimize their instructional effectiveness (Halim et al., 2018).

In the Philippines, the K to 12 Law, as stipulated in Republic Act 10533, incorporates classroom observation as a key metric for ensuring quality teaching. Specifically, Section 14 of the law mandates the Department of Education (DepEd) to submit reports on various aspects of implementation, including teacher welfare and training needs, which can be assessed through teacher classroom observation. Furthermore, the 2018 Revised Results-Based Performance Management System Manual defines classroom observation as a feedback mechanism for enhancing teacher classroom practice. This process encourages teachers to engage in reflective practice, fostering self-awareness and professional growth. Additionally,

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classroom observation provides empirical evidence of teacher performance, highlighting areas of strength and improvement.

According to Duncan (2021), classroom observation plays a vital role in teaching, as it enables educators to assess the effectiveness of their instructional methods and identify areas for improvement. This reflective process ensures that teachers provide a high-quality learning experience, fostering student engagement and promoting critical thinking skills. Moreover, Halim et al. (2018) emphasize that teachers are accountable for their own professional growth and development. Classroom observation serves as a valuable tool in this endeavor, facilitating the refinement of teaching practices and ultimately enhancing the quality of education offered.

According to the study of Borko and Putnam (2021), many teachers experience heightened stress or anxiety during classroom observations, which can disrupt their teaching style and negatively impact their performance. This anxiety often stems from the pressure of being evaluated, leading to less authentic or spontaneous teaching. When teachers are pressured, it can undermine their confidence and hinder their professional development.

Inadequate professional development for observers can result in a lack of understanding of the observation process, leading to ineffective feedback and inaccurate evaluations. As observed by Riehl (2020), professional development for educators involved in observation is essential to ensure they are equipped to provide constructive feedback and support teacher improvement. The lack of facilities and equipment for classroom observation

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can also significantly hinder the effectiveness of both the teaching process and the observation itself. of resources.

Therefore, the study was conducted to determine the classroom observation implementation in public elementary schools. As an elementary teacher, the researcher had experienced judgments by his school head and colleagues on how he handles classes. He experienced being observed and asked for an interactive lesson, but the school had no enough resources such as multimedia tools to be utilized. Teachers were expected to be the best during classroom observation but due to the lack of resources and motivation, their performance was affected. It sometimes caused stress to them especially on managing their time in Teachers are committed to serve and teach as long as their effort and hard work were recognized and valued.

Therefore, this study aimed to investigate the implementation of classroom observation in public elementary schools. The findings may serve as a foundation for evidence-based policy improvements that can optimize teaching practices and, ultimately, student outcomes.

## MATERIALS AND METHODS

### Research Methodology

This chapter provides an overview of the research methodology employed in this study, including the research design, participant selection, data collection techniques, research instruments, and data analysis procedures. The purpose of this study is to determine the

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perception of elementary public school teachers on classroom observation as basis for the policy recommendations in the Department of Education.

## Research Method

This study employed a qualitative research approach, utilizing in-depth interviews to gather data. As noted by Tenny (2022), qualitative research aims to gain a deeper understanding of the underlying reasons for specific behaviors or phenomena. This approach involves methods such as observation, in-depth interviewing, and focus groups.

In this study, the interviewer and participant engaged in a semi-structured conversation, allowing for thoughtful reflection on a series of questions related to a specific issue. The goal was to elicit the participants' genuine views and perceptions on the issue within a social context, as expressed through their responses to the interview questions.

## Research Design

This study employed a phenomenological research design, a qualitative approach rooted in philosophy. Phenomenology, founded by Edmund Husserl and Martin Heidegger in the early 20th century, focuses on subjective experiences and understanding the structure of lived experiences. Its primary objective is to identify and describe, in-depth, the common characteristics of phenomena. In this study, in-depth interviews served as the primary data collection method.

According to Klinkle (2022), phenomenology involves the study of structures through interviews, allowing for a conceptual grounding that focuses on specific aspects of participants' experiences. This approach balances openness to novel discoveries with a structured framework for data analysis and connection.

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In practical terms, phenomenology explores how experiences are directed toward objects, considering both the content or meaning of the experience and the enabling conditions that facilitate it.

## Participants of the Study

The study participants consisted of fifteen elementary public school teachers from the 5th Congressional District of Iloilo, specifically from the Schools District of Lemery, during the 2023-2024 school year. The participants were comprised of five school heads and ten classroom teachers, selected through purposive sampling based on prior information.

According to Frankel and Wallen (2007), this sampling method may be subject to researcher error, as the selected participants may not accurately represent the expertise required for the study.

## Sampling Design

The study employed purposive sampling as its sampling strategy. This approach involves selecting participants based on specific characteristics, deliberately excluding those who do not possess the predetermined traits. Purposive sampling is also known as judgmental, selective, or subjective sampling. As Sugiyono (2020) notes, this technique enables researchers to choose samples based on specific considerations, allowing for a targeted and focused data collection process.

## Research Instrument

The research instrument used in this study was a customized interview schedule designed by the researcher. The schedule consisted of two primary questions for elementary public school teachers and two primary questions for school heads, all aligned with the study's objectives.

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Additional follow-up questions were posed based on participants' responses to gather more in-depth information. To ensure accurate data collection, voice and video recorders were utilized, subject to participants' consent.

### Validity of the Research Instrument

To establish the validity of the researcher-designed interview schedule, it underwent a rigorous review process. The adviser, Dean of the Graduate School, and a panel of expert jurors in research, testing, and assessment were consulted to validate each question. Their input facilitated review and modification of the schedule. Validity, as defined in research, pertains to the appropriateness, meaningfulness, correctness, and usefulness of inferences drawn by the researcher (Fraenkel & Wallen, 2007).

In this study, content-related evidence of validity ensured that the schedule's content and format aligned with the defined variables and sample characteristics, thereby validating the items. The panel's comments, corrections, and suggestions were carefully considered using the evaluation form adapted from Good and Scates (Appendix A).

### Data Gathering Procedures

To ensure the study's feasibility, the researcher obtained necessary permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants. The researcher coordinated with participants to schedule interviews at a convenient time and location, respecting their availability and preferences.

Prior to data collection, informed consent was obtained through a waiver, ensuring participants understood the study's purpose and procedures. Participants were assured of

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their freedom to share their genuine perceptions and experiences regarding classroom observations. To encourage candid responses, participants were invited to share real-life stories and answers based on their personal experiences during class observations conducted by their school heads.

In-depth interviews were conducted, and voice and video recorders were used to capture the conversations accurately. Participants were also asked for permission to take photos for documentation purposes. Following the series of interviews, the researcher consolidated all collected data.

### Data Analyses

The gathered information was analyzed using a thematic approach, a qualitative data analysis method that involves identifying patterns or themes in the data.

As Maguire & Delahunt (2017) note, the primary goal of thematic analysis is to uncover themes that reveal important or interesting patterns in the data.

These themes are then used to address research questions or provide insight into a particular issue. The thematic analysis process involves interpreting, summarizing, and evaluating the collected data to uncover its underlying meaning.

## RESULTS AND DISCUSSIONS

This study aimed to investigate the implementation of classroom observation in public elementary schools in the District of Lemery during the 2023-2024 school year. A qualitative research approach was employed, utilizing in-depth interviews and a phenomenological

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research design. The participants consisted of ten selected classroom teachers and five selected school heads from the Schools District of Lemery. A researcher-designed interview schedule served as the primary data collection instrument, which underwent content validation by a panel of experts using Good and Scates' (2007) criteria. The researcher incorporated feedback and suggestions from the validation process to ensure the tool's validity. Upon validation, the necessary permits were obtained, and in-depth interviews were conducted, with voice and audio recorders used for data gathering and documentation, subject to participant consent.

Permits from the adviser, dean of the Graduate school, office of the Schools Division Superintendent, School Head, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the school, community, or place convenient on the part of the participants to conduct the interview.

The researcher consolidated all collected data after a series of interviews. The information was analyzed and interpreted using thematic approach.

The following are the findings of the study:

Based on the results of the in-depth interview, teachers viewed classroom observation implementation as an additional burden. They lack time to prepare and lack facilities to be utilize.

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The in-depth interview also revealed that during classroom observation, teachers received inconsistent feedback and biased judgement from the school heads. They also felt stressed due to the pressure and expectations from their school heads.

Based on the results of the in-depth interviews, school heads utilized classroom observation as means in giving technical assistance and as guide in setting targets among teachers.

School heads also utilized the result of classroom observation in relation to teachers' performance through giving constructive feedback and monitoring progress.

A policy recommendation was formulated to enhance teachers' motivation, commitment, and proper time management to address problems on classroom observation using Classroom Observation Tool (COT).

Provision of sufficient facilities should be made possible to all teachers to address the lack of facilities as identified during the interview with the participants.

Strengthening and simplifying recognition and incentives program to qualified teachers should be implemented to address challenging and stressful experiences during classroom.

Promote inclusive evaluation system and setting standardized feedback framework during classroom observation can be done to avoid inconsistent feedback among observers and biased judgment to teachers.

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Giving constructive feedback and technical assistance by school heads to teachers are huge factors to achieve continued progress.

## CONCLUSION

Based on the findings, the following insights were drawn:

The role of the teachers extends beyond delivering lessons and content. They actively engage learners in critical thinking, problem solving, and application of knowledge to the real-world scenarios. However, they also face many hurdles in their teaching endeavor. Teachers are just human beings who sometimes get tired and anxious when they have tasks to accomplish.

They sometimes feel classroom observation as an additional burden to them. Tasked with many responsibilities, teachers are also burdened with the preparation of lessons. Preparing engaging and interactive instructional materials to impress school heads and execute class observation perfectly can be stressful. Teachers are given limited time to prepare. They are required to have at least six (6) hours of teaching load and they do not have enough time to prepare instructional materials and lesson plans. They also need to ensure that classroom is conducive for learning. There are many teachers who are capable of manipulating modern tools for instruction, but due to the lack facilities, their potential is not fully maximized.

Teachers' experiences, when being observed by their school heads play an important factor on their teaching performances. When being observed, teachers received contrasting

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feedback from their observers wherein school heads' suggestion was different from that of the master teacher's. The two have different ideas on handling certain class situation. This experience creates confusion to teachers, especially on their performance and method of handling learners' varied learning style. They sometimes experience biased judgments from their observers. Comparing their performance from the performance of other teachers being observed has negatively affected them. This comparison may somehow affect their self-esteem and confidence relatively. In order to address such problem, school heads should recognize individual differences.

School heads implement classroom observation using classroom observation tool as means of giving technical assistance to teachers. It provides access to the teachers' guidance, and effectiveness and promotes innovative skills of teachers. They used the result of classroom observation as the most viable process to achieve right solution from the pressing issues of the organization particularly in the teaching and learning process. School heads' utilization of the result of the classroom observation is the most important part of the process. The result are used to improve learning outcomes. Based on the data gathered, school heads utilized the results to give constructive feedback to teachers and help them enhance their teaching practices. School heads also focused on providing feedback to solutions and promote improvement. Positive words lighten their burdens and encourage them exert more effort and love to their profession. School heads also used the result of the class observation to closely monitor the progress in the teaching performance of teachers.

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ISSN: 2704-3010

Volume VI, Issue III

February 2025

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