



**EXPERIENCES OF TEACHERS ON THE USE OF CLASSROOM OBSERVATION
TOOL (COT) DURING AND AFTER SUPERVISION OF CLASSES: INPUT
FOR RESULT-BASED PERFORMANCE MANAGEMENT
SYSTEM (RPMS)**

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ABSTRACT

The qualitative study sought to understand teachers experiences using Classroom (COT) as input for the Results-Based Management System (RPMS) both during and after class supervision. Using phenomenological research design, the study gathered the data using an in-depth interview. The data collected were analyzed using thematic analysis. Based on the results, the experiences of the teachers included increasing self-confidence, experiencing tension, developing self-motivation, enthusiasm, ethical and creative thinking, facing challenges with adjustment, learning new teaching trends, and growing self-confidence. The results also revealed that teachers encountered challenges such as learner attention span, lack of financial assistance, lack of instructional materials and time constraints, lack of teaching strategies, and lack of visual aids. They were able to manage challenges through developing positive behavior and managing time properly, doing things compassionately maintaining positive behavior, providing needs and self-determination, and developing self-confidence. The outcome of the study was the input for a Results-Based Management System (RPMS).

Keywords: *Classroom Observation Tools, Supervision of Classes, (RPMS)*

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INTRODUCTION

Background of the study

A key factor in increasing the visibility of teaching and learning is classroom monitoring. It gives educators helpful, constructive criticism to help them enhance their teaching methods and classroom management.

In monitoring every classroom observation is necessary. As teachers progress through their career, observations are made, whether as part of routine administrative monitoring or supervision. The advantages of managing a classroom include providing a positive, critical framework for evaluating one's own work, developing skills, and increasing capacities. In the worst situation, they might induce fear and erode the subject's confidence. With methodical cycles of preparation, observation, and in-depth examination of real teaching performance, classroom observation can be used as a training method and support service for educators. This is because newcomers might not be familiar with the latest methods and strategies in the intricate aspects of teaching and learning (Barrogo, 2020).

The professional standards for educators comprise the K–12 teacher quality criterion, which encompasses the quality of teachers' classroom performance. According to Asio and de Dios (2019), a teacher should have specific professional qualities. To assess these classroom activities and identify their areas of strength and improvement, a classroom observation instrument has been developed in accordance with the new set of professional standards.

The Department of Education reaffirmed the need of continuing all on-going class observations to assist guarantee that all students under its supervision receive an excellent

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foundational education. A teacher's performance can be enhanced in a number of ways through classroom observation. To achieve high-quality education, this is essential (Barrogo, 2020).

Experiences of teachers are essential to day-to-day activities. As educators, according to Budgos (2019), "we are all going through life transitions, and everyone handles his or her experiences differently. Fear, setbacks, stress, low self-esteem, feelings of dependability, incompleteness, and an inability to handle the circumstances in his or her everyday lives are the dangers.

The researcher wanted to explore the experiences of teachers on classroom observation tools (COT) as input for the Result-Based Performance Management System (RPMS) in Banate School District during the school year 2023-2024.

METHODOLOGY

The research methodology, research design, sample design, study participants, data collection techniques, research instruments, validity of research instruments, and data analysis employed in this study are all presented in this chapter.

Research Method

The study used in-depth interviews as part of a descriptive research methodology.

According to Boyce and Neale (2016), in-depth interviews are a qualitative research strategy that entails speaking with a limited number of respondents to learn about their opinions on a specific concept, development, or circumstance.

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The interviewee with the interviewer was allowed to sit and think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants on a certain issue in a social context through the responses of the participants to the questions.

Research Design

This study used a qualitative research design using phenomenology.

Smith (2018) defines phenomenology as the study of consciousness structures as they are experienced firsthand. An experience's primary structure is that it is an experience of or related to an item. An experience is focused on an object based on its meaning or substance and the relevant enabling circumstances.

By concentrating on an individual's subjective interpretations of her experiences, phenomenology seeks to understand how other people see the world and how this perspective may differ from widely accepted beliefs. Phenomenology, which is commonly employed in disciplines like psychology, sociology, and social work, involves interviewing participants to learn about their impressions (Creswell, 2019).

Participants of the Study

The participants consist of the study were twenty (20) teachers, five Master Teachers, five Teacher 1, five Teacher 2, and five Teacher 3.

The identified participating schools are Banate Central Elementary school, Insayawan Primary School, Bobon Primary School, Dugwakan Primary School and FS Bactung Elementary School, Libertad Integrated School, Juanico Integrated School, Rufino A. Cabangal Me.

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Elementary School, and San Salvador Elementary School in the School District of Banate during the school year 2023-2024.

Sampling Design

In this study, a purposive sample design was employed. A purposive sample is a non-probability sample chosen in accordance with the study's goal and the population's characteristics. Other names for purposeful sampling include subjective, judgmental, and selective sampling. Additionally, informants are purposefully chosen depending on their capacity to clarify a certain theme, idea, or phenomenon (Fraenkel & Wallen, 2007).

Research Instrument

An interview schedule and guide questions created by the researcher were employed. These rough to collect pertinent data regarding the phenomenological experience of teachers of multiple grades. The interview was conducted using an open-ended question. After asking the participants to respond to the interview questions, the researcher followed up with any pertinent queries that might have come up in their answers.

With the participants' consent, voice and video recorders were utilized to collect data and document the findings.

To summarize the study's findings, a thematic analysis was employed.

Validity of the Research Instrument

The researcher, the adviser, the dean of the Graduate School, and the panel of jurors who were chosen for their proficiency in research, testing and assessment, and English

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reviewed and amended each question before deciding whether the interview schedule was valid.

The appropriateness, significance, accuracy, and utility of the conclusions a researcher draws were all considered aspects of validity. The format and substance of content-related evidence of validity must be in line with the definition of variables and a sample of the persons to be measured. It also aids in validating the instrument's items. The validity concept is applicable not only to conclusions drawn from test results as they are typically understood, but also to conclusions drawn from any method of observing or recording recurring traits or actions (Brains, 2021).

Data Gathering Procedures

The researcher identified the respondents and those directly participating in this study after receiving consent from the adviser and the dean of the graduate school to conduct the study. The heads of the several schools in the Banate School District will receive a letter requesting permission to undertake the study. Using the interview instructions, the researcher conducted the interview in person. Information was gathered through in-person, in-depth interviews while adhering to the Department of Education's minimal health guidelines.

Before the interview, the researcher required the participants to sign a waiver or permission relative to the conduct of the study.

All data and responses were logged, collated, and examined. The data collected during the course of this study was handled with the highest confidentiality and utilized exclusively for this purpose in order to comply with ethical standards.

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Data Analyses

A thematic approach was used to effectively examine the data collected for the study. The themes of the multi-grade teachers' phenomenological experiences were identified using this qualitative analysis technique, which served as the foundation for program recommendations in the Banate School District for the 2023–2024 academic year.

Through in-depth interviews with multiple people who witnessed the phenomenon, the researcher carried out a phenomenological investigation in an attempt to identify the fundamental structure of a single occurrence. From each participant's explanation of the phenomenon, the researcher selects what they believe to be pertinent remarks, which they then group into themes. According to Fraenkel and Wallen (2007), he or she then incorporates these motifs into a narrative explanation of the incident.

Summary

The qualitative research method using the phenomenological research design aimed to formulate an input to a Restructured Performance Management System (RPMS) on the experiences and challenges of the use of COT during and after the supervision of classes during the 2023–2024 academic year in the Banate school district. The participants of this study were the selected five Teacher 1, five Teacher 2, five Teacher 3, and five Master teachers. The identified participating schools are Banate Central Elementary school, Insayawan Primary School, Bobon Primary School, Dugwakan Primary School and FS Bactung Elementary School, Libertad Integrated School, Juanico Integrated School, Rufino A. Cabangal Mem. Elementary School, and San Salvador Elementary School.

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A purposive sampling design was used in this study. An interview schedule and guide questions created by the researcher were employed. These sought to collect pertinent data regarding the phenomenological experience of teachers of multiple grades. The interview was conducted using an open-ended question. After asking the participants to respond to the interview questions, the researcher followed up with any pertinent queries that might have come up in their answers.

Depending on the participants' consent, voice and video recorders were employed for data collection and documentation.

The findings of the in-depth interview were compiled and interpreted using a thematic analysis.

Findings

The study's findings are as follows:

Considering the study's findings, Teacher 1 felt tense out were able to give self-confidence in using COT during the supervision of classes the Teachers 3 felt-motivated and excited using COT during the supervision of classes. Moreover, Teacher 3 revealed that COT fostered critical and creative thinking through it's challenging to adapt.

According to master, Teachers, COT during class monitoring help them gain confidence and pick up new teaching techniques.

The results of the study also revealed that Teacher 1 after using COT during the supervision of classes felt fulfilled and become open-minded. On the other hand Teacher 2 in using COT after supervision of classes became compassionate and happy. Teachers 3

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experienced close supervision of classes and better understanding. Master teachers after COT during the supervision of classes were able to develop professionally and build self-fulfillment.

According to the study's findings, teachers I experienced difficulties in using COT such as learner's attention span and lack of financial assistance. The challenges encountered by Teachers 2 in using COT were lack of instructional materials and time constraints. Moreover, Teachers 3 faced in challenges in using COT such as lack of teaching strategies and lack of visual aids. Master Teachers faced lack of instructional materials and teaching strategies used, as challenges using COT.

Based on the result of the study, Teachers 1 manage the challenges they encounter using COT through developing positive behavior and using properly time. Based on the results of the study, Teachers 2 managed the challenges they encountered compassionately and by maintaining positive behavior. The challenges encountered by Teachers 3 in using COT were lack of teaching strategies and lack of visual aids. The master teachers manage the challenges they encountered developing self-confidence and developing a positive mindset.

Based on the study's findings, COT influenced the performance of teachers 1 through improving teaching technology and identifying potential needs. The results of the study revealed that COT influenced teachers 2's performance by developing learners' attitudes and improving teaching strategies. The study's findings showed also that COT influenced teachers 3's performances by identifying teachers' strengths and weaknesses and career advancement. In light of the findings, the study, revealed that COT influences master teachers' performances by performing better and developing self-confidence.

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Insights

Using the Classroom Observation Tool (COT) can frequently introduce teachers to innovative teaching strategies that they may not have previously considered. Being observed by peers could be dangerous because teachers may feel defensive and territorial in their classroom, guarding their resources and ideas. However, both the instructor being observed and the one making the observation can benefit from it when done with consideration and respect.

Classroom observations can be used as a training method and support service for teachers who use a methodical cycle of planning and in-depth analysis of actual teaching performance. They do this by offering an analytical framework for assessing one's practice, developing strengths, and improving skills.

The difficulties that arise during classroom observation as a method of providing feedback on a teacher's practice can inspire teacher to think critically and become more self-aware of their methods. They also offer proof of the teacher's actual performance, as well as their areas of strength and growth. Stress and acknowledge the critical role educators play in improving the caliber of the teaching and learning process.

The results of the classroom observation using COT are a way to understand, manage, and improve the teaching and learning process of teachers depending on the challenges encountered by them. Since observation provides such a comprehensive picture and enables the setting of very specific goals to guarantee that students have the best learning experiences possible, it may also be a means of supporting teachers when done properly.

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Observations in the classroom guarantee that crucial elements of performance that transcend quantified results—like the methods by which the results are attained—are considered. Delivering a quality education for learners starts with the teacher. As with any job, it is important to assess a teacher’s performance periodically to help them improve their performance and the learners as well.

RECOMMENDATIONS

The study's findings led to the following suggestions.

The recently promoted school head is one example of an observer who may be sufficiently trained to provide the best supervisory observations and guidance.

Based on the credentials and merits of the classroom observation instrument, the Department of Education may make sure that clear procedures are in place guiding teachers’ placement and promotion.

By including this topic in learning action cell meetings and in-service training, the head of the school and master teachers can have an open discussion about standards for performing their jobs and stay informed about what is expected of them.

Using classroom observation tools and doing observations might not be the final step. A follow-up intervention is necessary, particularly in the areas where the teaching-learning process needs to be improved. It is necessary to provide teacher training and seminars that emphasize comprehension of the classroom observation tool.

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