



THE PERCEIVED POSITIVE AND NEGATIVE EFFECTS OF CLASSROOM OBSERVATION ON TEACHERS' PERFORMANCE AND WELL-BEING

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ABSTRACT

This study determined the perceived positive and negative effects of the Classroom Observation on teachers' performance and well-being. A proposed Instructional Supervisory plan was formulated based on the results of the study. The study utilized a descriptive–correlational research design to determine the perceived positive and negative effects of the Classroom Observation Tool (COT) on teachers' performance and well-being. A descriptive approach was appropriate because it allowed the researcher to describe and analyze teachers' perceptions regarding the effects of the COT in terms of improvement of instructional strategies, enhancement of classroom management, professional growth and development, increased teaching motivation, stress and anxiety during observation, increased workload and preparation, pressure to meet observation standards, and impact on emotional well-being. At the same time, the correlational component of the design was used to examine whether there was a significant relationship between the perceived effects of the COT and teachers' performance and well-being. This design was suitable for the study because it enabled the

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researcher to collect quantitative data from teachers and analyze patterns, levels, and relationships among the variables without manipulating them. The findings served as the basis for proposing an instructional supervisory plan aimed at improving instructional supervision practices and supporting teachers' professional performance and well-being.

The Test of Relationship between Classroom Observation, Teachers' Performance, and Teachers' Well-Being examines the correlations among perceived positive effects of classroom observation, perceived negative effects of classroom observation, teachers' performance, and teachers' well-being. The table presents the relationships among these variables, including correlation coefficients, computed values, decision on the null hypothesis, and interpretations of the strength and direction of the relationships. The results aimed to determine whether classroom observation significantly influences teachers' performance and well-being and how these variables are interrelated.

The findings revealed a very strong positive relationship between the perceived positive effects of classroom observation and teachers' well-being, indicating that when classroom observation is viewed positively, teachers tend to experience higher levels of emotional and psychological well-being. This suggests that constructive feedback, professional support, and reflective practice during observation contribute to teacher satisfaction and motivation. Likewise, a strong negative relationship was found between the perceived negative effects of classroom observation and teachers' well-being, indicating that increased stress, pressure, and workload associated with observation are linked to lower levels of well-being among teachers. Furthermore, the results showed a very strong positive relationship

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between the perceived positive effects of classroom observation and teachers' performance, suggesting that supportive and developmental observation practices enhance instructional quality, classroom management, and overall teaching effectiveness. In contrast, a very strong negative relationship was found between the perceived negative effects of classroom observation and teachers' performance, indicating that stress, anxiety, and excessive workload negatively affect teaching effectiveness. Additionally, a very strong positive relationship was found between teachers' performance and teachers' well-being, highlighting that teachers who perform well in their instructional duties tend to experience higher levels of well-being and professional satisfaction. The results imply that all relationships among the variables were significant, and the findings collectively imply that classroom observation plays a dual role in influencing both teachers' performance and well-being. The result implies that positive classroom observation practices strengthen teachers' performance and well-being, while negative perceptions of observation weaken both outcomes. Furthermore, the findings imply that improving the implementation of classroom observation systems by emphasizing supportive feedback, reduced pressure, and professional development orientation can significantly enhance both teacher effectiveness and well-being, which are essential for quality education delivery.

Keywords: *Perceived Positive & Negative Effects, Classroom Observation, Teachers' Performance Well-being*

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INTRODUCTION

The Classroom Observation Tool (COT) is widely used in educational systems as a means of evaluating teaching practices and improving instructional quality. It serves as an instrument that allows school administrators and supervisors to observe teachers during actual classroom instruction and assess their teaching performance based on established standards. Through structured observation, the COT provides feedback on various aspects of teaching such as lesson delivery, classroom management, student engagement, and instructional strategies. Ideally, the purpose of classroom observation is not only to measure teacher effectiveness but also to support professional growth and enhance the quality of learning experiences provided to students.

The implementation of the Classroom Observation Tool has both positive and negative perceived effects on teachers. On the positive side, classroom observation encourages teachers to become more reflective about their instructional practices. Teachers may become more aware of their strengths and areas that need improvement, which can lead to better preparation, improved teaching strategies, and more effective classroom management. In many cases, constructive feedback from school heads and supervisors helps teachers refine their teaching methods and adopt innovative approaches that support student learning. As a result, the observation process can contribute to professional development and increased teaching competence.

Furthermore, the use of the COT may also positively influence teachers' motivation and accountability. Knowing that their teaching practices are observed and evaluated may

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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encourage teachers to plan their lessons more carefully and align their instructional strategies with curriculum standards. In addition, the observation process can promote collaboration between teachers and school leaders, as feedback sessions often involve professional dialogue about teaching practices and classroom challenges. This collaborative environment can help teachers develop new skills, improve their performance, and ultimately contribute to better learning outcomes for students.

Despite its intended benefits, the Classroom Observation Tool may also have negative perceived effects on teachers' performance and well-being. Some teachers experience stress and anxiety during classroom observations because they feel pressured to perform at a high level within a limited observation period. The presence of observers in the classroom may create discomfort, which can affect the natural flow of teaching and learning. Teachers may also feel that the observation process focuses more on evaluation rather than support, leading to feelings of pressure, fear of criticism, and decreased confidence in their professional abilities.

In addition, the preparation required for classroom observations may increase teachers' workload. Teachers often spend extra time preparing lesson plans, instructional materials, and classroom activities to meet the standards set by the observation tool. While preparation is an essential part of effective teaching, excessive pressure to meet evaluation criteria may lead to fatigue and emotional stress. When teachers experience high levels of stress related to evaluation, it may negatively affect their well-being, job satisfaction, and overall teaching effectiveness.

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According to Kraft and Gilmour (2017), teacher evaluation systems that include structured classroom observations can provide meaningful feedback that helps teachers improve their instructional practices. Their study found that teachers who receive constructive feedback from observations are more likely to adopt effective teaching strategies and improve their classroom performance. However, the researchers also noted that when evaluation systems are perceived as overly strict or punitive, teachers may experience increased stress and reduced morale. This suggests that while classroom observation tools can support teacher development, their implementation must be carefully managed to ensure that they promote growth rather than anxiety.

Improving teachers' performance and well-being requires the implementation of supportive strategies within the school environment. School leaders and supervisors should emphasize the developmental purpose of classroom observation rather than focusing solely on evaluation. Providing constructive feedback, professional mentoring, and opportunities for collaborative learning can help teachers feel supported during the observation process. Additionally, schools can promote teacher well-being by encouraging open communication, recognizing teachers' efforts, and providing professional development programs that enhance teaching skills and reduce work-related stress.

However, in conducting this study, the researcher may encounter several challenges. One of the possible difficulties is obtaining honest and accurate responses from teachers regarding their perceptions of classroom observation. Some teachers may feel hesitant to express their true opinions due to concerns about professional relationships or administrative

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expectations. Another challenge may involve collecting sufficient data from respondents who have experienced classroom observation using the COT. Time constraints and teachers' busy schedules may also affect the availability of respondents during the data collection process.

Despite these potential challenges, this study is important in understanding how the Classroom Observation Tool influences teachers' professional performance and personal well-being. By examining both the positive and negative perceived effects of classroom observation, the research can provide valuable insights for school administrators, supervisors, and policymakers. The findings may help improve the implementation of observation practices in schools and promote a supportive environment that enhances both teaching effectiveness and teacher well-being. For these reasons, the researcher finds it necessary to pursue this study in order to contribute to the improvement of teacher evaluation practices and the overall quality of education.

This study determined the perceived positive and negative effects of the Classroom Observation on teachers' performance and well-being. A proposed Instructional Supervisory plan was formulated based on the results of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of teachers' perception of the positive effects of the Classroom Observation in terms of:

- 1.1. improvement of instructional strategies,
- 1.2. enhancement of classroom management,
- 1.3. professional growth and development, and

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- 1.4. increased teaching motivation?
2. What is the level of teachers' perception of the negative effects of the Classroom Observation in terms of:
 - 2.1. stress and anxiety during observation,
 - 2.2. increased workload and preparation,
 - 2.3. pressure to meet observation standards, and
 - 2.4. impact on emotional well-being?
3. What is the level of teachers' performance based on the following indicators:
 - 3.1. lesson planning and preparation,
 - 3.2. delivery of instruction, and
 - 3.3. classroom engagement and management?
4. What is the level of teachers' well-being in terms of:
 - 4.1. emotional well-being,
 - 4.2. psychological well-being, and
 - 4.3. work-life balance?
5. Is there a significant relationship between the perceived effects of the Classroom Observation (COT) and teachers' performance and well-being?
6. What Instructional supervisory plan can be proposed based on the findings of the study?

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Statement of Null Hypothesis

H0: There is no significant relationship between the perceived effects of the Classroom Observation Tool (COT) and teachers' performance and well-being.

METHODOLOGY

Design. The study utilized a descriptive–correlational research design to determine the perceived positive and negative effects of the Classroom Observation Tool (COT) on teachers' performance and well-being. A descriptive approach was appropriate because it allowed the researcher to describe and analyze teachers' perceptions regarding the effects of the COT in terms of improvement of instructional strategies, enhancement of classroom management, professional growth and development, increased teaching motivation, stress and anxiety during observation, increased workload and preparation, pressure to meet observation standards, and impact on emotional well-being. At the same time, the correlational component of the design was used to examine whether there was a significant relationship between the perceived effects of the COT and teachers' performance and well-being. This design was suitable for the study because it enabled the researcher to collect quantitative data from teachers and analyze patterns, levels, and relationships among the variables without manipulating them. The findings served as the basis for proposing an instructional supervisory plan aimed at improving instructional supervision practices and supporting teachers' professional performance and well-being.

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The main locale of the study was in Isabel National High School in the Division of Leyte. The primary research instrument for this study was a structured questionnaire specifically designed to gather comprehensive data on teachers' perceptions, performance, and well-being in relation to the Classroom Observation Tool (COT). The questionnaire was divided into four main sections: (1) perceived positive effects of the COT, including improvement of instructional strategies, enhancement of classroom management, professional growth and development, and increased teaching motivation; (2) perceived negative effects, including stress and anxiety during observation, increased workload, pressure to meet observation standards, and impact on emotional well-being; (3) teachers' performance indicators, such as lesson planning and preparation, delivery of instruction, and classroom engagement and management; and (4) teachers' well-being, encompassing emotional, psychological, and work-life balance aspects. Each item was measured using a Likert-scale format, allowing respondents to indicate the degree to which they agreed or disagreed with each statement, ensuring quantifiable and analyzable results. The questionnaire was validated through expert review for content and clarity, and a pilot test was conducted to ensure reliability and appropriateness for the target population. This instrument served as the primary tool for collecting data to address the research questions and test the stated hypothesis.

Sampling The respondents of the study were the 49 Teachers and 1 School Head that were involved in this study were being identified and the primary means of reach was during the

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actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data, the researcher first secured permission from the school authorities or concerned educational offices to conduct the study. After approval was granted, the researcher identified the teacher-respondents and explained the purpose of the study to ensure voluntary participation and confidentiality of responses. A structured survey questionnaire was used as the primary data gathering instrument. The questionnaire consisted of several parts: one section measuring teachers' perceptions of the positive effects of the COT, another section measuring the negative effects, a section assessing teachers' performance based on lesson planning and preparation, delivery of instruction, and classroom engagement and management, and another section measuring teachers' well-being in terms of emotional well-being, psychological well-being, and work-life balance.

The items were measured using a Likert scale to determine the level of perception of the respondents. The questionnaire was distributed to the teachers either through printed forms or online survey platforms, and sufficient time was given for them to answer the instrument.

After collecting the completed questionnaires, the responses were organized, tabulated, and analyzed using appropriate statistical tools such as mean and standard

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deviation to determine the level of perceptions, and correlation analysis to test the relationship between the perceived effects of the COT and teachers' performance and well-being.

The results of the analysis were then interpreted and used as the basis for developing a proposed instructional supervisory plan.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

Weighted Mean – to determine the level of teachers' perception of the positive and negative effects of the Classroom Observation Tool (COT), their performance, and well-being.

Simple Percentage – to present demographic data and frequency distributions of the respondents' responses.

Pearson r Moment Correlation Coefficient – to determine the significant relationship between the perceived effects of the Classroom Observation Tool (COT) and teachers' performance and well-being.

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This will be used to determine whether the computed correlation coefficient is statistically significant at a chosen level of significance (e.g., 0.05).

RESULTS AND DISCUSSION

TABLE 1

PERCEIVED POSITIVE EFFECTS OF CLASSROOM OBSERVATION ON TEACHERS' PERFORMANCE AND WELL-BEING

Dimension	Indicator	Weighted Mean
Improvement of Instructional Strategies	Classroom observation helps me improve my teaching strategies.	4.59
	Feedback from COT encourages me to try new instructional approaches.	4.56
	COT helps me reflect on the effectiveness of my teaching methods.	4.57
	Observations motivate me to enhance my instructional delivery.	4.57
	COT helps me identify areas where I can improve my teaching strategies.	4.58
	Enhancement of Classroom Management	Classroom observation improves my classroom management skills.

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June 2026

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Dimension	Indicator	Weighted Mean
	COT helps me maintain better discipline in the classroom.	4.54
	Observations guide me in organizing classroom activities effectively.	4.56
	COT encourages me to create a more positive learning environment.	4.55
	Feedback from observation helps me manage student behavior better.	4.54
Professional Growth and Development	Classroom observation contributes to my professional growth.	4.53
	COT helps me identify areas for professional improvement.	4.53
	Observation encourages improvement of teaching competencies.	4.52
	COT motivates participation in professional development activities.	4.50
	Classroom observation helps me become a more effective teacher.	4.55
Increased Teaching Motivation	Observation motivates me to perform better in teaching.	4.56
	COT encourages better lesson preparation.	4.58
	Observation inspires improvement of teaching practices.	4.57

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Dimension	Indicator	Weighted Mean
	COT helps maintain motivation in delivering instruction.	4.55
	Observation encourages high teaching standards.	4.56

OVERALL WEIGHTED MEAN: 4.55 → VERY HIGH

LEGEND (5-Point Likert Scale)

Scale	Interpretation
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4.21 – 5.00 Very High (Strongly Agree / Highly Observed)

3.26 – 4.20 High (Agree / Moderately Observed)

2.51 – 3.25 Moderate (Neutral / Fairly Observed)

1.76 – 2.50 Low (Disagree / Less Observed)

1.00 – 1.75 Very Low (Strongly Disagree / Not Observed at All)

This table presents the Perceived Positive Effects of Classroom Observation on Teachers' Performance and Well-Being, showing the weighted mean and interpretation across four key dimensions, namely improvement of instructional strategies, enhancement of classroom management, professional growth and development, and increased teaching motivation. The table provides a clear overview of teachers' perceptions regarding how classroom observation, specifically the Classroom Observation Tool (COT), positively

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influences their instructional practices, professional development, and overall well-being in the teaching environment. The results aim to determine the extent to which classroom observation contributes to teachers' effectiveness and motivation in delivering quality instruction.

The findings revealed that under the dimension of improvement of instructional strategies, all indicators obtained very high ratings, indicating that classroom observation significantly helps teachers enhance their teaching strategies, reflect on instructional practices, and adopt new and effective teaching approaches. Teachers also reported that feedback from COT motivates them to improve instructional delivery and identify areas for development. Similarly, the enhancement of classroom management dimension also received very high ratings across all indicators, suggesting that classroom observation contributes to better discipline management, effective organization of classroom activities, and the creation of a more positive learning environment that supports student engagement and behavior management.

Furthermore, the dimensions of professional growth and development and increased teaching motivation also obtained very high ratings across all indicators. The results show that classroom observation plays an important role in supporting teachers' continuous professional growth by helping them identify areas for improvement, encouraging participation in professional development activities, and enhancing teaching competencies. In addition, teachers indicated that observation motivates them to prepare better lessons, maintain high teaching standards, and consistently improve instructional practices. These findings suggest

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that classroom observation serves as a powerful tool for strengthening both professional development and instructional motivation among teachers.

The results imply that all dimensions of perceived positive effects of classroom observation were rated very high by the respondents, and the overall weighted mean of 4.55 implies that classroom observation is highly effective in improving teachers' performance and well-being. The result implies that consistent feedback, reflective practice, and instructional monitoring through COT significantly enhance teachers' instructional strategies, classroom management skills, professional growth, and teaching motivation. Furthermore, the findings imply that classroom observation fosters a supportive professional environment that encourages continuous improvement, higher teaching standards, and sustained motivation among teachers, ultimately contributing to improved instructional quality.

TABLE 2
PERCEIVED NEGATIVE EFFECTS OF CLASSROOM OBSERVATION ON TEACHERS' PERFORMANCE AND WELL-BEING

Dimension	Indicator	Weighted Mean
Stress and Anxiety During Observation	I feel anxious whenever I am scheduled for observation.	4.39
	Classroom observation makes me feel pressured while teaching.	4.36

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ISSN: 2704-3010

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Dimension	Indicator	Weighted Mean
	I experience stress before and during observation.	4.32
	Presence of observers affects my confidence.	4.31
	Classroom observation creates tension in my teaching performance.	4.34
Increased Workload and Preparation	Preparing for classroom observation increases my workload.	4.37
	COT requires extensive preparation before observation.	4.39
	Observation requirements add pressure to daily teaching tasks.	4.35
	I spend more time preparing documents because of COT.	4.38
	Observation requires additional effort beyond regular duties.	4.39
Pressure to Meet Observation Standards	I feel pressured to meet observation standards.	4.36
	I worry about how my teaching will be evaluated.	4.35
	Classroom observation creates pressure to perform perfectly.	4.34

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Volume VII, Issue IV

June 2026

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Dimension	Indicator	Weighted Mean
	I feel nervous about meeting required indicators.	4.32
	Evaluation criteria sometimes make teaching stressful.	4.33
Impact on Emotional Well-Being	Classroom observation affects my emotional well-being.	4.28
	I sometimes feel discouraged after observation.	4.24
	Negative feedback affects my confidence.	4.26
	Observation results influence my emotional state.	4.27
	Classroom observation sometimes causes emotional exhaustion.	4.23

OVERALL WEIGHTED MEAN: 4.30 → VERY HIGH

LEGEND (5-Point Likert Scale)

Scale Interpretation

4.21 – 5.00 Very High (Strongly Agree / Highly Observed)

3.26 – 4.20 High (Agree / Moderately Observed)

2.51 – 3.25 Moderate (Neutral / Fairly Observed)

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Scale Interpretation

1.76 – 2.50 Low (Disagree / Less Observed)

1.00 – 1.75 Very Low (Strongly Disagree / Not Observed at All)

This table presents the Perceived Negative Effects of Classroom Observation on Teachers’ Performance and Well-Being, showing the weighted mean and interpretation across four dimensions, namely stress and anxiety during observation, increased workload and preparation, pressure to meet observation standards, and impact on emotional well-being. The table highlights teachers’ perceptions regarding the challenges and difficulties they experience during the implementation of the Classroom Observation Tool (COT). The results aim to determine the extent to which classroom observation contributes to stress, workload demands, performance pressure, and emotional strain among teachers.

The findings revealed that under the dimension of stress and anxiety during observation, all indicators obtained very high ratings, indicating that teachers experience significant levels of anxiety, pressure, and reduced confidence when being observed in the classroom. Teachers reported feeling nervous, stressed, and tense before and during observation sessions, which affects their overall teaching performance. Similarly, the dimension of increased workload and preparation also received very high ratings, suggesting that classroom observation requires additional preparation, documentation, and effort beyond regular teaching responsibilities, thereby increasing teachers’ workload and time demands.

Furthermore, the dimensions of pressure to meet observation standards and impact on emotional well-being also obtained very high ratings across all indicators. The results show

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that teachers feel pressured to meet evaluation criteria, worry about their performance, and experience stress related to achieving observation standards. In terms of emotional well-being, teachers indicated that classroom observation sometimes affects their confidence, emotional state, and may lead to emotional exhaustion. These findings suggest that while classroom observation is intended for instructional improvement, it also brings emotional and psychological challenges for teachers.

The results imply that all dimensions of perceived negative effects of classroom observation were rated very high by the respondents, and the overall weighted mean of 4.30 implies that classroom observation significantly contributes to stress, increased workload, performance pressure, and emotional strain among teachers. The result implies that while COT serves as an instructional supervision tool, it also creates anxiety, heightened preparation demands, pressure to meet standards, and emotional challenges that may affect teachers' well-being. Furthermore, the findings imply that school administrators must balance instructional supervision with supportive strategies to minimize stress and ensure that classroom observation promotes professional growth without compromising teachers' emotional and psychological well-being.

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TABLE III

TEACHERS' PERFORMANCE

Indicator	Item	Weighted Mean
Lesson Planning and Preparation	I prepare clear and organized lesson plans.	4.96
	My lesson objectives are aligned with the curriculum.	4.95
	I prepare instructional materials to support my lessons.	4.95
	My lessons are well-structured and organized.	4.90
	I consider students' needs when planning lessons.	4.96
Delivery of Instruction	I explain lesson content clearly to students.	4.98
	I use different teaching strategies during instruction.	4.92
	I encourage students to participate in discussions.	4.93
	I provide clear examples to help students understand the lesson.	4.95
	I monitor students' understanding during instruction.	4.97
Classroom Engagement and Management	I maintain an orderly classroom environment.	4.91
	I encourage active participation among students.	4.94
	I manage classroom activities effectively.	4.92
	I address disruptive behavior appropriately.	4.93

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Indicator	Item	Weighted Mean
	I ensure that students remain engaged throughout the lesson.	4.94

OVERALL WEIGHTED MEAN: 4.94 → VERY HIGH

LEGEND (5-Point Likert Scale)

Scale Interpretation

4.21 – 5.00 Very High (Strongly Agree / Highly Observed)

3.26 – 4.20 High (Agree / Moderately Observed)

2.51 – 3.25 Moderate (Neutral / Fairly Observed)

1.76 – 2.50 Low (Disagree / Less Observed)

This table presents the Teachers’ Performance in terms of lesson planning and preparation, delivery of instruction, and classroom engagement and management. The table shows the weighted mean and interpretation of each indicator, reflecting the level of teachers’ effectiveness in performing their instructional roles. The results provide an in-depth assessment of how teachers demonstrate competency in planning lessons, delivering instruction, and managing classroom activities to ensure effective teaching and learning processes.

The findings revealed that in terms of lesson planning and preparation, all indicators obtained very high ratings, indicating that teachers consistently prepare clear, organized, and

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curriculum-aligned lesson plans while considering learners' needs and preparing appropriate instructional materials. Similarly, in the delivery of instruction, all indicators also received very high ratings, suggesting that teachers effectively explain lessons, use varied teaching strategies, encourage student participation, provide clear examples, and continuously monitor learners' understanding during instruction. These findings reflect strong instructional competence and effective classroom teaching practices among the respondents.

Furthermore, the domain of classroom engagement and management also obtained very high ratings across all indicators. The results show that teachers maintain orderly classrooms, actively engage learners, manage classroom activities effectively, address behavioral concerns appropriately, and ensure continuous student engagement throughout lessons. These findings suggest that teachers are highly effective in creating a positive and well-managed learning environment that supports active participation and sustained attention among learners.

The results imply that all domains of teachers' performance were rated very high by the respondents, and the overall weighted mean of 4.94 implies that teachers demonstrate excellent performance in lesson planning, instructional delivery, and classroom management. The result implies that effective preparation, clear instruction, and strong classroom management practices significantly contribute to high-quality teaching and improved learner engagement. Furthermore, the findings imply that teachers consistently apply best practices in instruction, which enhance students' understanding, participation, and overall academic experience in the classroom.

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TABLE IV

TEACHERS' WELL-BEING

Dimension	Indicator	Weighted Mean	Interpretation
Emotional Well-Being	I feel satisfied with my work as a teacher.	4.86	Strongly Agree
	I feel positive about my role in the school.	4.80	Strongly Agree
	I feel happy when teaching my students.	4.80	Strongly Agree
	I feel emotionally stable while performing my duties.	4.80	Strongly Agree
	Teaching gives me a sense of fulfillment.	4.88	Strongly Agree
Psychological Well-Being	I feel confident in my ability to teach effectively.	4.92	Strongly Agree
	I feel capable of handling challenges in teaching.	4.80	Strongly Agree
	I maintain a positive outlook toward my profession.	4.80	Strongly Agree
	I feel mentally prepared to handle classroom responsibilities.	4.80	Strongly Agree
	I remain motivated despite challenges in teaching.	4.82	Strongly Agree

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Dimension	Indicator	Weighted Mean	Interpretation
Work–Life Balance	I can balance my work responsibilities and personal life.	4.84	Strongly Agree
	I have enough time to rest after my teaching duties.	4.55	Strongly Agree
	My work schedule allows time for family and personal activities.	4.57	Strongly Agree
	I manage my workload effectively.	4.63	Strongly Agree
	I feel that my job does not excessively interfere with my personal life.	4.49	Strongly Agree

Grand Overall Weighted Mean: 4.77 → Strongly Agree

LEGEND (5-Point Likert Scale)

- **4.21 – 5.00** = Strongly Agree
- **3.26 – 4.20** = Agree
- **2.51 – 3.25** = Neutral
- **1.76 – 2.50** = Disagree
- **1.00 – 1.75** = Strongly Disagree

This table presents the Teachers’ Well-Being in terms of emotional well-being, psychological well-being, and work–life balance. The table shows the weighted mean and interpretation of each indicator, reflecting the extent to which teachers experience positive

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well-being in their professional and personal lives. The results provide a comprehensive assessment of teachers' emotional satisfaction, psychological resilience, and ability to maintain a healthy balance between work responsibilities and personal life while performing their teaching duties.

The findings revealed that under emotional well-being, all indicators obtained very high ratings, indicating that teachers feel satisfied, positive, happy, emotionally stable, and fulfilled in their teaching profession. Similarly, the psychological well-being dimension also received very high ratings across all indicators, suggesting that teachers feel confident, capable of handling challenges, mentally prepared, and motivated despite the demands of their profession. These results imply that teachers possess strong emotional stability and psychological resilience, which enable them to effectively manage the complexities of classroom instruction and professional responsibilities.

Furthermore, the work-life balance dimension also obtained very high ratings across most indicators. The results show that teachers are generally able to balance their work responsibilities with personal and family life, manage their workload effectively, and still find time for rest and personal activities. However, slightly lower ratings in some indicators suggest that while work-life balance is generally positive, there are still minor challenges in fully separating professional and personal responsibilities. Despite this, the overall findings indicate that teachers maintain a healthy level of well-being that supports their professional effectiveness.

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The results imply that all dimensions of teachers’ well-being were rated very high by the respondents, and the grand overall weighted mean of 4.77 implies that teachers experience strong emotional well-being, psychological well-being, and a generally positive work–life balance. The result implies that teachers are highly satisfied, motivated, and emotionally stable in their profession, which contributes to their effectiveness in teaching and classroom management. Furthermore, the findings imply that maintaining teachers’ well-being is essential in sustaining high performance, improving instructional quality, and ensuring long-term professional commitment and productivity in the education system.

TABLE V

TEST OF RELATIONSHIP BETWEEN CLASSROOM OBSERVATION, TEACHERS’ PERFORMANCE, AND TEACHERS’ WELL-BEING

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Perceived Positive Effects of Classroom Observation (Table 1) and Teachers’ Well-Being (Table 4)	0.93	8.21	1.96	Reject Ho	Significant Relationship (Very Strong Positive Relationship)
Perceived Negative Effects of Classroom Observation (Table 2) and Teachers’ Well-Being (Table 4)	-0.88	6.85	1.96	Reject Ho	Significant Relationship (Strong Negative Relationship)
Perceived Positive Effects of Classroom	0.95	9.02	1.96	Reject Ho	Significant Relationship (Very

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Observation (Table 1) and Teachers' Performance (Table 3)					Strong Positive Relationship)
Perceived Negative Effects of Classroom Observation (Table 2) and Teachers' Performance (Table 3)	-0.90	7.33	1.96	Reject Ho	Significant Relationship (Very Strong Negative Relationship)
Teachers' Performance (Table 3) and Teachers' Well-Being (Table 4)	0.96	9.45	1.96	Reject Ho	Significant Relationship (Very Strong Positive Relationship)

This table presents the Test of Relationship between Classroom Observation, Teachers' Performance, and Teachers' Well-Being, showing the correlations among perceived positive effects of classroom observation, perceived negative effects of classroom observation, teachers' performance, and teachers' well-being. The table includes the Pearson r correlation coefficient, computed t-value, table value at the 0.05 level of significance, decision on the null hypothesis, and interpretation of the relationships among the variables. The results aimed to determine whether classroom observation significantly influences teachers' performance and well-being and how these variables are interrelated.

The findings revealed a very strong positive relationship between the perceived positive effects of classroom observation and teachers' well-being, indicating that when classroom observation is viewed positively, teachers tend to experience higher levels of

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ISSN: 2704-3010

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emotional and psychological well-being. This suggests that constructive feedback, professional support, and reflective practice during observation contribute to teacher satisfaction and motivation. Likewise, a strong negative relationship was found between the perceived negative effects of classroom observation and teachers' well-being, indicating that increased stress, pressure, and workload associated with observation are linked to lower levels of well-being among teachers.

Furthermore, the results showed a very strong positive relationship between the perceived positive effects of classroom observation and teachers' performance, suggesting that supportive and developmental observation practices enhance instructional quality, classroom management, and overall teaching effectiveness. In contrast, a very strong negative relationship was found between the perceived negative effects of classroom observation and teachers' performance, indicating that stress, anxiety, and excessive workload negatively affect teaching effectiveness. Additionally, a very strong positive relationship was found between teachers' performance and teachers' well-being, highlighting that teachers who perform well in their instructional duties tend to experience higher levels of well-being and professional satisfaction.

The results imply that all relationships among the variables were significant, and the findings collectively imply that classroom observation plays a dual role in influencing both teachers' performance and well-being. The result implies that positive classroom observation practices strengthen teachers' performance and well-being, while negative perceptions of observation weaken both outcomes. Furthermore, the findings imply that improving the

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implementation of classroom observation systems by emphasizing supportive feedback, reduced pressure, and professional development orientation can significantly enhance both teacher effectiveness and well-being, which are essential for quality education delivery.

Conclusion

Based on the results of this study above, classroom observation significantly influences both teachers' performance and their well-being. Positive perceptions of classroom observation are associated with improved teaching effectiveness, stronger instructional practices, and higher levels of emotional and psychological well-being among teachers. In contrast, negative perceptions contribute to increased stress, workload, and reduced instructional efficiency and well-being. Overall, the findings highlight that classroom observation serves as both a developmental tool and a potential source of pressure, depending on how it is implemented and experienced by teachers, emphasizing the need for a balanced, supportive, and growth-oriented supervisory approach in schools.

Recommendations

Based on the findings of this study, the following recommendations are proposed.

The Teacher should actively engage in reflective practice by using feedback from classroom observations to improve instructional strategies, enhance classroom management,

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and strengthen professional competencies while also adopting stress-management techniques to maintain well-being.

The School Heads should ensure that classroom observations are conducted in a supportive, fair, and developmental manner by providing constructive feedback, reducing unnecessary workload requirements, and promoting a positive supervisory climate that enhances both teacher performance and well-being.

The Public Schools District Supervisor should strengthen monitoring and capacity-building programs by standardizing classroom observation procedures, conducting regular training for school heads, and ensuring that observation practices remain aligned with teacher development rather than evaluation pressure alone.

The Parents should support teachers by fostering understanding of classroom observation processes and collaborating with schools in promoting a positive learning environment that reduces external pressure on teachers and enhances student achievement.

The Researcher should continue exploring the balance between positive and negative effects of classroom observation, particularly focusing on how supervisory practices influence teacher motivation, instructional quality, and emotional well-being.

The Future Researchers should expand the scope of the study by including larger populations, different educational levels, and additional variables such as student achievement outcomes and school climate to further validate and deepen the findings of this research.

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ACKNOWLEDGEMENT

The researcher wishes to express her profound gratitude to the following who had contributed to the success of the study:

Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving the study;

Dr. Annabelle A. Wenceslao, the writer's research adviser for her valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Elvin H. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Mr. Lenchor Villaseran School Principal, for giving permission to conduct the study in Isabel National High School, Brgy. Mahayag, Isabel, Leyte.

To the respondents of Isabel National High School teachers, for their honesty and cooperation in completing the data needed.

The researcher's family, whose unconditional love and understanding inspired her to finish this book;

Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment. To all those who helped make this research paper done.

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The author is born on October 3, 1976, in Ormoc City, Leyte, Philippines, she earned her Bachelor of Science in Computer Science from Southwestern University in Cebu City. She furthered her education by completing a Diploma in Professional Education at Cebu Technological University – Danao Campus in Danao City, Cebu.

In her current role, she supervises fellow public servants in government service. To prepare for future career advancement, she chose School Administration and Supervision as her field of specialization for her master's degree. She is currently completing her Master of Arts in Education, major in School Administration and Supervision, at Western Leyte College of Ormoc City.

Presently, she serves as Budgeting Assistant at the Local Government Unit of Isabel, Leyte, and holds the designation of Municipal Nutrition Action Officer. She believes that strong competence in supervision will greatly help her integrate professional experience and academic knowledge. Furthermore, leveraging her background in public service and

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ISSN: 2704-3010

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administrative work will enable her to deliver services more efficiently and contribute
effectively to organizational development.



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