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**CLASSROOM OBSERVATION: ENGLISH TEACHERS' AND SCHOOL HEADS' EXPERIENCES IN FEEDBACK MAKING AS BASES FOR TRAINING PROGRAM**

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**ABSTRACT**

This qualitative-phenomenological study was conducted to explore the lived experiences, challenges, and coping strategies of seven (7) Senior High School English teachers and four (4) School Heads regarding the feedback-making process during classroom observations as bases for training program. Results revealed English teachers' experiences: highlighting strengths and areas for improvement, learning to process constructive and negative feedback, and developing creative ways of addressing classroom observation. School heads' experiences were: coaching opportunity, ensuring that teachers attain professional standards, and encouraging information processing for teachers. Challenges encountered by teachers were: time constraints and heavy workload and uneasiness in hearing negative criticism. School heads' challenges were: limited feedback time and teacher defensiveness. English teachers' coping strategies were: maintaining open-mindedness, collaborating with colleagues, and practicing active listening. School heads' coping strategies were: utilizing digital templates and maintaining active listening.

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**Keywords:** *Classroom Observation, English Teachers, School Heads, Experiences, Feedback Making, Training Program*

## INTRODUCTION

Global educational standards, championed by UNESCO (2024) and the OECD (2025), emphasize that classroom observations must transition from administrative monitoring to "collaborative leadership". However, the OECD (2024) identifies a significant gap: while observations are universal, only about half of teachers receive a concrete development plan. In the Philippines, this mandate is operationalized through the RPMS-PPST framework. Yet, despite reforms like the Multi-Year PMES (2025), studies by Caratiquit and Pablo (2024) and Empiales and Obiso (2026) reveal that "evaluation anxiety" persists, thereby reducing feedback to a mere compliance exercise.

Ideally, classroom observation and feedback function as a single instructional cycle where observation provides evidence and feedback translates it into growth. However, this connection is often severed by power dynamics that transform developmental tools into "top-down" judgments. For English teachers, this carries a unique "double scrutiny" of both pedagogical skill and linguistic proficiency (Mendoza, 2026). This pressure often triggers a high "affective filter," thus leading to a defense mechanism where teachers offer "superficial agreement" to avoid conflict rather than engaging in authentic professional improvement.

The efficacy of this process is further hindered by the "diplomatic-honest" paradox, wherein school heads struggle to provide rigorous critique without damaging professional

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rapport. The "administrative-heavy" nature of Philippine supervision often strips the observation of its formative potential, thereby leaving a "feedback vacuum." Consequently, this study justifies the need for a training program focused on relational leadership and dialogic competence. By addressing these interpersonal gaps, classroom observations can finally fulfill their purpose as a genuine bridge to instructional excellence.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants in the study, research instrument, data procedures, and data analyses.

### Research Method

This study utilized a qualitative research design focusing on open-ended interview questions to explore the experiences, challenges, and strategies of English teachers and school heads in feedback making during classroom observation.

According to Braun and Clarke (2022), the use of open-ended interviews is vital in qualitative inquiry because it allows participants to voice their experiences in their own words, without being limited by the researcher's ideas or previous findings. By utilizing this approach, the researcher will be able to gather rich, narrative data that capture the real-life details of how feedback is delivered and received in the District of Lambunao East.

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## Research Design

This study employed a qualitative research design, specifically utilizing the interpretative phenomenological approach. This design was the most appropriate as it allowed the researcher to delve into the subjective perceptions and emotional realities of the participants, moving beyond numerical data to understand the "essence" of their classroom interactions. By focusing on the lived experiences of English teachers and school heads, the researcher was able to capture the intricate nuances of the feedback-making process that standardized quantitative tools often overlook.

The choice of phenomenology was grounded in the need to explore how the participants made sense of their professional world during classroom observations. According to Creswell and Poth (2024), this approach is essential for describing the "common meaning" that individuals associate with their lived experiences of a specific phenomenon. By using this lens, the study uncovered the shared meanings and commonalities in the challenges and coping strategies experienced by both the observers and the observed.

Furthermore, the design served as the empirical foundation for the development of a practical output. By systematically analyzing the qualitative narratives gathered through semi-structured interviews, the researcher identified the specific gaps in the current feedback system. These findings provided the necessary "bases" for the design and validation of the proposed training program, thus ensuring that the resulting intervention was directly responsive to the authentic needs and professional contexts of the target participants.

## Participants in the Study

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A method known as purposive sampling was used to choose the study's participants (Hennink, Hutter, & Bailey, 2025). The participants included seven (7) selected Senior High School English teachers in the District of Lambunao East, Province of Iloilo, who were actively involved in the feedback-making process. Additionally, four (4) school heads were selected based on the basis of their direct role in instructional supervision and classroom observations. Only participants who met these specific inclusion criteria were considered suitable for the study, hence ensuring that the data gathered reflected firsthand professional experiences.

To maintain confidentiality and anonymity of the participants, they were identified as participant 1,2,3,4,5,6,7,8,9,10 and 11.

### Sampling Design

This study utilized purposive sampling. In this design, the researcher selected participants based on specific criteria that aligned with the objectives of the study, rather than choosing them at random. This was the most appropriate design for a phenomenological study because it ensured that the respondents—the Senior High School English teachers and school heads in Lambunao East—possessed the "lived experiences" necessary to provide rich, detailed, and relevant data about the feedback-making process.

### Research Instrument

An in-depth researcher-made interview guide was used by the researcher.

The questionnaire allowed the participants to answer freely regarding their experiences, challenges, and strategies that English teachers and school heads encountered in feedback-making during classroom observation.

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The interview guide was given to the seven Senior High School English teachers and four school heads at their most convenient time. Right after answering the questionnaire, they notified the researcher and gave back the answer forms.

### Validity of the Research Instrument

Validity of the interview guide is defined as the alignment between research questions and interview questions (Tariq, 2025). The researcher-made interview guide underwent validity to eliminate the possibilities of ambiguity among the questions and to maximize possible responses from the participants.

The researcher-made interview guide was submitted to the adviser for thorough review and revision. Once all corrections were considered and acted upon, the prepared interview guide was then forwarded to a panel of experts for formal content-and-face validation. The guide was considered valid after it was checked by the panel of experts. Revisions were made after validation by the panel of experts and all of their suggestions and corrections were incorporated. The final draft was submitted again to the panel for approval.

### Data-Gathering Procedures

The researcher first secured a permit to conduct the study from the dean of the Graduate School of the University of Iloilo. Upon receiving the university's endorsement, official permission was sought from the school principal of the selected senior high school in the District of Lambunao East. Once these administrative clearances were obtained, the researcher coordinated with the English Department to identify the specific teachers and school heads who met the purposive sampling criteria. A pre-interview orientation was

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conducted to explain the purpose of the study, ensure the participants of their anonymity, and obtain their signed informed consent.

In the implementation phase, the researcher conducted the semi-structured interviews at a time and venue most convenient to the participants to ensure a relaxed environment, which was essential for lowering the affective filter. Using the validated interview guide, the researcher engaged the Senior High School English teachers and school heads in a conversational dialogue, thus allowing them to share their experiences in feedback making.

### Data Analyses

The data were analyzed and interpreted using the thematic approach. Emergent themes were identified and discussed comprehensively.

The researcher followed the six-step thematic analysis. These steps include: becoming familiar with the data, generating initial codes, searching for themes, reviewing for the themes, defining themes, and reviewing the report.

Thematic analysis is one of the most widely utilized methods for analyzing qualitative data, thus offering a structured yet flexible framework for identifying, analyzing, and interpreting patterns of meaning within datasets (Ahmed & Nashwan, 2025).

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## RESULTS AND DISCUSSIONS

This study was conducted to determine English teachers and school heads' experiences in feedback making as a bases for a training program in a selected secondary school within the District of Lambunao East, Province of Iloilo, for the schoolyear 2025-2026.

The participants in the study were the seven (7) senior high school English teachers and the four (4) School Heads, purposively selected to provide in-depth insights into the pedagogical and interpersonal dynamics of the feedback making process during classroom observation.

The instrument used in the study was a researcher-made in-depth interview guide validated by a panel of experts in the fields of English and research. The responses of the participants were analyzed and interpreted using thematic analysis.

The following are the findings of the study:

As to how the English teachers experienced feedback making, three themes were revealed: highlighting strengths and address areas for improvement, learning to process both constructive and negative feedback, and developing creative ways of addressing classroom observation issues.

On the other hand, school heads' experiences in feedback making were: coaching opportunity for personal and professional growth, ensuring teachers attain professional standards, and encouraging deepened information processing for teachers.

The challenges of the English teachers were: time constraints and heavy workload and uneasiness while hearing negative criticism.

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On the other hand, the challenges that the school heads encountered in feedback making were: limited feedback time and teacher defensiveness.

The coping strategies employed by English teachers to overcome the challenges were: maintaining open-mindedness and positive attitude, collaborating with colleagues, and practicing active listening.

The coping strategies utilized by school heads to surmount the challenges were: utilizing digital templates and shared digital cloud system, and practicing active listening during feedback making.

Based on the result of the study, a proposed training program for teachers and school heads was formulated. This is to bridge the gap between evaluative compliance and genuine instructional growth by fostering a culture of synergistic discourse between school heads and English teachers.

## Conclusion

Based on the findings, the following insights were drawn:

The study reveals that feedback making is a transformative bridge between professional accountability and personal growth. For English teachers, the experience of highlighting strengths and addressing areas for improvement is not merely an administrative task but a journey of learning to process both constructive and negative feedback. This process pushes educators toward developing creative ways of addressing classroom observation issues, effectively turning critique into innovation. On the other hand, school heads perceive feedback as a vital coaching opportunity for personal and professional growth,

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thereby ensuring that teachers attain professional standards while encouraging deepened information processing. Despite these noble goals, the process is inherently strained by time constraints and heavy workloads, which often lead to limited feedback time. The emotional weight of the encounter—marked by teacher uneasiness while hearing negative criticism and occasional teacher defensiveness—underscores the need for a more empathetic approach to instructional supervision.

To navigate these complexities, the findings suggest that a combination of emotional intelligence and modern efficiency is essential. The shared practice of practicing active listening emerged as a cornerstone coping strategy for both groups, serving as the primary tool to de-escalate tension and foster mutual understanding. For teachers, maintaining open-mindedness and a positive attitude while collaborating with colleagues transforms a potentially isolating experience into a communal effort toward excellence. Simultaneously, school heads have found success in utilizing digital templates and shared digital cloud systems to mitigate time-related challenges. These insights indicate that when feedback is supported by digital streamlined processes and a culture of collaboration, it ceases to be a source of stress and instead becomes a "synergistic discourse" that strengthens the pedagogical framework of the school community.

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