



**A QUALITATIVE STUDY ON ELEMENTARY ENGLISH TEACHERS’
PERCEPTIONS TOWARDS CLASSROOM OBSERVATION
IN THE DIVISION OF LA CARLOTA CITY**

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ABSTRACT

Effective teaching is very much possible when instructional supervisors like the principal is able to establish an environment where teachers feel comfortable and willing to improve their teaching skills and provide the learners’ needs.

Through casual interviews, teachers resist to classroom observation and express a negative reaction towards it. In the Division of La Carlota City, there is no existing data to support this claim. It is on this premise that the researcher finds this study significant to conduct.

Effective ways to materialize and achieve goals

- coaching
- influencing
- assisting

Glickman et al. (2008) noted as cited by Rourke (2009) direct assistance - supervisory method to help teachers improve instruction.

‘personal’ and
‘ongoing’ contract

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Research Questions

This study aimed to explore the perception of teachers towards classroom observations and the implications of their responses towards the improvement of instructional supervision. Specific questions are:

1. What are the perceptions of teachers towards classroom observations?
2. What are the perceived benefits of classroom observations?
3. What are the recommendations towards the improvement of classroom observations?
4. What plans and policies should be formulated to improve the implementation of classroom observations



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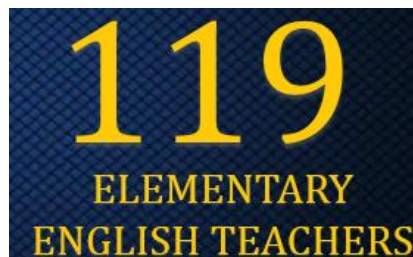
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RESEARCH METHODOLOGY

A. Sampling



PURPOSIVE SAMPLING



B. Data Collection

The researcher conducted a pilot data gathering to test the usability of the questionnaire in the 1st week of October 2018. After which, the researcher conducted the actual data gathering on the 2nd week of October until the 1st week of December 2018. A subject-completed research instrument with open-ended questions were utilized to gather their responses.

C. Data Analysis

The data gathered were analyzed using thematic analysis. Thematic analysis is a widely-used qualitative data analysis method, which, explores classifications and present themes or patterns found in the data.

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Responses were coded and analyzed through initial coding and theme development. After which, data were presented in an analytic narrative and data extracts, and contextualized in relation to existing theories and literature.

RESEARCH RESULTS

Positive perception towards classroom observations

- a. For personal development
 - helped in personal development
 - thankful and honored to be observed
 - Developed courage and self-confidence

- b. Professional development
 - Classroom observation
 - practice expertise;
 - enhance teaching style
 - improve pedagogies and assessment;
 - engaging learning experience
 - bring excitement
 - provide guidance

Negative perceptions towards classroom observation

- a. Distress caused by internal factors

Teachers have negative perception towards classroom observations it gives them a feeling of distress or a feeling of being upset or worried. This distress may be in a form of nervousness, awkwardness and anxiety.

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Moreover, teachers felt embarrassed when they get a low score after the observation; panic attack as they feel being scrutinized while being observed.

b. Distress caused by external factors

Teachers perceived classroom observations as “pahirap” because of the lack of proper system during classroom observations like when they have six (6) teaching loads. Some teachers tend to prepare good lesson plans only during observation.

Recommendations

- A. Provision of instructional materials
- B. Technical assistance and orientation
- C. Improved instructional supervision strategies
- D. Proper Scheduling
- E. Instructional supervision environment



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Key to a successful classroom observation

- Place
- Time
- Strategy
- Attitude
- Listening
- Positivity
- Suggestions
- Future

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