

Teachers' Perception of Standardized Classroom Observation Tool

Sheilla D. Barrogo

Department of Education
Meycauayan City, Bulacan, Philippines
e-mail address: sheilla.barrogo@deped.gov.ph

Abstract: Working as a public school teacher is a great challenge. There is a lot of task at hand to be done and accomplished. Doing paper works is just one thing, providing quality learning is another. This study analyzes the teachers' perception of the standardized classroom observation tool. The researcher used a descriptive type of design in the study with a survey as the primary instrument of gathering data. Using a simple random sampling technique, 200 public school teachers participated in the survey. For the instrument of the study, the researcher adopted the questionnaire constructed by Wairimu (2016). The study used the following statistical tools to analyze the teachers' perception: frequency, mean, percentage, and standard deviation with the help of Microsoft Excel. The result of the survey showed that eight out of the ten statements regarding the standardized classroom observation tool yielded an overall response of "strongly agree". The study concluded that a standardized classroom observation tool serves as a guide for the teachers to assess their performance and plan for their improvement, thus, enhancement of teachers' preparation and competency. With the foregoing results, the researcher provided pertinent recommendations for professional and organizational development.

Keywords—public school teachers; perception; standardized classroom observation; descriptive design

1. INTRODUCTION (Heading 1)

Classroom observations are part of every classroom setting. Observations continue throughout a teacher's career, whether they are part of supervision or routine monitoring by administrators. Providing a positive critical framework for evaluating one's practice, improving skills, and developing strengths can be considered as advantages of conducting classroom observation. At worst, they can create stress and test the confidence of the one being observed. Since beginners may not be well-informed about new techniques, approaches in the complex characteristics of learning and teaching, classroom observation can serve as a training approach and support service for teachers employing systematic cycles of planning, observation, and intensive analysis of actual teaching performances.

In the study conducted by Chieng and Borg (2011) wherein they investigate the process of observation and supervision by teacher educators and its influence in English language student teachers practicum in Kenya, the analysis suggests that supervision was brief and un-coordinated and that the feedback student teachers received was mainly evaluative, directive and focused on general, rather than subject-specific pedagogy. In an almost similar study, instructional supervision enhanced teachers' enforcement of classroom discipline in public senior secondary schools (Weli & Bako-Osu, 2019). Student teachers' concerns during the practicum were related largely to pleasing their supervisors and obtaining a pass mark, and this limited the

extent to which the student teachers developed the pedagogical reasoning.

In the study conducted by Lopez (2016), wherein forty-five teachers were participated to determine the relationship between classroom supervisory practices and teacher effectiveness as perceived by secondary teachers, it was found out that teaching excellence is not genetically endowed power but a result of rigorous and inspired performance. The use of appropriate instructional tools makes teachers better and effective. Learning what materials to use and of teaching to use them comes with experience. Classroom management is an integral part of teaching and the techniques of managing students can be acquired by the teacher to improve the academic performance of students. While supervision serves as an essential step in an on-going attempt to improve teaching and instructional procedures. It is a means to develop professionally and it increases morale and effective teaching.

In the Philippines, the Republic Act 10533 known as K to 12 Law featuring that classroom observation as one gauge in ensuring quality teaching. Section 14 of the law indicates that the Department of Education (DepEd) will report on different aspects needed in the implementation that includes teacher welfare and training needs which may be measured via teacher classroom observation. Feedback provides quality input for the continuous improvement and provides opportunities to share ideas and expertise.

In the Revised Results-Based Performance Management System Manual of 2018, classroom observation was defined

as a process of providing feedback to a teacher's classroom practice. It also encourages teachers to reflect and develop self-awareness about their practice and provides evidence of actual teacher performance, their strengths, and areas of improvement. Riego de Dios (2020) stated that the respondents reported that all of the indicators are about work values are important.

The Professional Standards for Teachers incorporates the teacher quality criterion of K to 12, which contains the quality of teacher's classroom performance. Asio and Riego de Dios (2019) mentioned some professional qualities that a teacher should have. To assess these classroom practices, in as much as to identify the strengths and areas for improvements, a classroom observation tool has been developed based on the new set of professional standards. This is to accurately come up with professional development programs, targeted at the specific needs of teachers. Asio and Jimenez (2020) disclosed the context of professional development and the majority of the employees who took part in the survey agreed.

DepEd has restated the necessity to carry on the conduct of all on-going class observations to help guarantee the conveyance of excellent basic education to all learners under its care. The DepEd recognizes that teachers play a crucial role in upgrading the quality of the teaching and learning process. Through classroom observation, teacher's performance can be improved through different parameters is vital in achieving quality education.

Classroom observation was mandated in the Philippine Professional Standards for Teachers-Results-Based Performance Management System (PPST-RPMS). It also became more objective and standardized. This is so since it is used for mentoring, coaching, performance review, and evaluation. This supports the teachers' on-going professional development. Concerning this, Suparto (2020) indicated that academic supervision with classroom observation techniques can improve the quality of teacher learning.

Also, the classroom observation has pre-determined indicators that have been agreed upon by the teachers themselves and the observers, ensuring the teachers' preparedness. In a related study, an effective supervision process consists of steps of pre-observation planning, observation implementation, and post-observation monitoring (Ghavifekr, Husain, Rosden & Hamat, 2019). Classroom observation raters include the Head Teacher, Master Teacher, and principal. The observations at the Schools Division Office (SDO) level are not given a direct weight in the performance review of a teacher. Instructors are generally satisfied with the supervisors' classroom observation practices (Tawalbeh, 2020).

Observation is an authoritative tool for evaluating and observing a teacher's improvement. If used well, it can also be a way to support teachers, since observation gives such a thorough picture and allows very specific objectives to be set. Observation and giving criticism are a very multifaceted skill, which requires training and practice.

The purpose of this study is to explore the perception of teachers on standardized classroom observation tool. Based on the findings of this study, school administrators can benefit from doing an efficient, timely, and significant observation of teachers.

2. METHODOLOGY

2.1 Research Design

This research used a descriptive design with a survey questionnaire for gathering data. Since the study would like to know the perception of teachers in standardized classroom observation process and tool, the descriptive type of study fits the criteria. A descriptive type of research is the process of analyzing or describing a characteristic(s) or a phenomenon of a certain variety of a given population.

2.2 Respondents

The researcher employed random sampling wherein two hundred (200) public elementary teachers of the Schools Division of City of Meycauayan as the participants/respondents of the study.

2.3 Instrument of the Study

The questionnaire was adopted from the research of Wairimu (2016) that studied the teachers' perception of classroom observation and checking of pupil's exercise books in Kenya. The survey questionnaire for the teacher-respondent consisted of ten (10) items to know their perception of classroom observation tool and process. Each item was responded by choosing the answer on the desired column based on the Likert Scale (Strongly Agree, Agree, Disagree, Strongly Disagree).

2.4 Statistical Analysis

The study used Microsoft Excel in tabulating and analyzing the gathered data. At the same time, the researcher made use of the following basic statistical tools namely: frequency, percentage, mean and standard deviation.

3. RESULTS AND DISCUSSION

The main purpose of this study is to analyze the perception of teachers of standardized classroom observation tool. The following table and figure represents the result of this study:

Table 1. Teachers' Perception on Standardized

Classroom Observation

Items	SA (1)	A (2)	NAD (3)	DA (4)	SDA (5)
1. The classroom observation model has helped to enhance the relationship between teachers and administrators.	54%	44%	2%	0%	0%
2. The feedback I received during the reflective conversation is/are sufficient.	47%	52%	1%	0%	0%
3. Compared to the traditional observation model, the level of my anxiety become more with the classroom observation model.	32%	45%	11%	12%	0%
4. Classroom observation tool leads to improvement of teaching and learning.	59%	38%	2%	1%	0%
5. I prefer the revised classroom observation tool compare to the traditional evaluation model.	51%	47%	2%	0%	0%
6. The classroom observation tool gave me a good understanding of my classroom's culture.	50%	48%	2%	0%	0%
7. The classroom observation tool helped me to be more knowledgeable with the use of ICT.	66%	33%	1%	0%	0%
8. Classroom observation tool helped teachers to grow and improve learners' learning.	56%	42%	2%	0%	0%
9. The classroom observation tool is enough to determine the success of the teaching and learning process.	50%	36%	12%	2%	0%
10. I am satisfied of the classroom observation tool.	51%	37%	11%	1%	0%

Legend: 1- Strongly Agree (SA)
 2- Agree (A)
 3- Neither Agree or Disagree (NAD)
 4- Disagree (DA)
 5- Strongly Disagree (SDA)

In item 1, almost all of the respondents answered that the classroom observation tool helped them to enhance their relationship with their school heads with a 98% result. Only 2% contradicted the statement. During the post conferences, teachers can freely express their opinions and can clarify what could have been unclear on the side of the school head during the class observations. In this way, the school heads could understand more the experiences of the teacher inside the classroom.

In item 2, most of the teachers said that the feedback that they received during post conferences were enough for them to reflect their classroom teaching techniques and strategies with 99% of the respondents. The constructive criticisms of the school heads help the teachers to be more

confident in their teachings and to improve themselves. About 1% of the respondents contradicted the statement.

In item 3, most of the respondents said that their stress level became low upon encountering classroom observation tools with 77% while 23% of the respondents preferred the traditional way of observation. This may be attributed to the computerization of the forms as well as the additional evidence that might be burdensome to some of the teachers.

In item 4, the majority of the teachers-respondents agreed that the classroom observation tool led them to the improvement of teaching and learning with 97% as a result. Only 3% contradicted the idea of how the classroom observation tool helps in improving the teaching and learning process.

Item 5 revealed the result wherein 98% of the respondents preferred the newly standardized classroom observation tool as compared to the 2% of the respondents that chose the traditional evaluation model.

Item 6 stated that 98% of the teachers responded positively wherein they believed that the classroom observation tool helps them in understanding their classroom's culture. Only 2% did not believe in the statement.

In the next item, item 7, almost all of the respondents with the result of 99% stated that the classroom observation tool helped them to be knowledgeable in using information technology equipment. Only 1% contradicted the statement. This can be rooted in the strands or objectives being included in the observation tool wherein the use of ICT is highly suggested.

In item 8, the majority of the teachers with 98% of the result believed that the classroom observation tool helped them to grow and improve learner's learning while 2% disapproved of the statement.

Item 9 revealed the result wherein 86% of the respondents believed that the classroom observation tool was enough to determine the success of the teaching and learning process. 14% of the respondents disapproved of this statement. The proficiency level could determine the success of the attainment of the competency needed to be learned. The proficiency level must be 80% of the learners attain the passing score.

The last item, item 10, had a result of 88% of the respondent were satisfied with the classroom observation tool while 12% were not satisfied with the classroom observation tool.

The above results were parallel to the concept of Jimenez (2020) where he mentioned that the attitude of teachers towards their work is high. Besides, Asio, Riego de Dios, and Lapuz (2019) mentioned in their study about professional skills that their faculty were very good in their rating scale as observed by their respondents. Also, Malekshahi (2019) showed that the classes being observed by an outsider outperform the classes that do not have an observer concerning the interaction between students and their teacher. However, Kamotho, Adhiambo, and Mailu

(2019) established in their study that the majority of the principals do not make regular visits to classrooms to observe teaching and learning. On the other hand, Melati (2019) communicated that the techniques of supervision a principal of madrasa are class visits, classroom observation, and holding meetings. Contrariwise, Elmabruk (2020) showed that supervisors were satisfied with the development of assessment criteria but the supervisors' overall performance was poor in implementing the unobservable skills assessment.

4. CONCLUSION

The standardized classroom observation tool was made not to add the burden to our teachers but to help them in planning their teaching-learning process and other phases included in the profession. With the aim of professional development, this would empower teachers to reflect on their own teaching and identify pedagogical needs and initiate innovation for the benefit of the learners. They fully understand that conducting and using the classroom observation tool was mainly for the improvement of the teaching-learning process. It serves as a guide for them to assess their performance and plan for their improvement, thus, enhancement of teachers' preparation and competency is evident. Teachers said they feel more confident after the post conferences because their strong points are being appreciated by their school heads. It is goal-focused, technology-integrated in a constructive way that a teacher can follow. It also builds the relationship between the teacher and the school head during the post conferences for it can provide them a meaningful moment in which they can talk freely in a positive way resulting in a sympathetic and trusting bond.

5. RECOMMENDATIONS

In light of the research findings, the researcher wishes to make the following recommendations:

- 1) Observers such as the school head should be trained enough to administer the best supervisory observations and advice.
- 2) The Department of Education should ensure that there are transparently laid down policies governing the promotion and placing of teachers based on qualifications and merits of the classroom observation tool.
- 3) The school administration and the staff should openly discuss issues about required standards in the performance of duties and be updated on what is required of them by making this as one of the topics during learning action cell sessions and in-service training.
- 4) Conducting and implementing the classroom observation tool should not be the last phase. A follow-up intervention must be addressed especially

to the areas that should be enhanced on the part of the teaching-learning process. Mentoring sessions should take place where teachers find ways to work on their weaknesses.

- 5) Training and seminars on teachers focusing on the understanding of the classroom observation tool should be implemented.

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