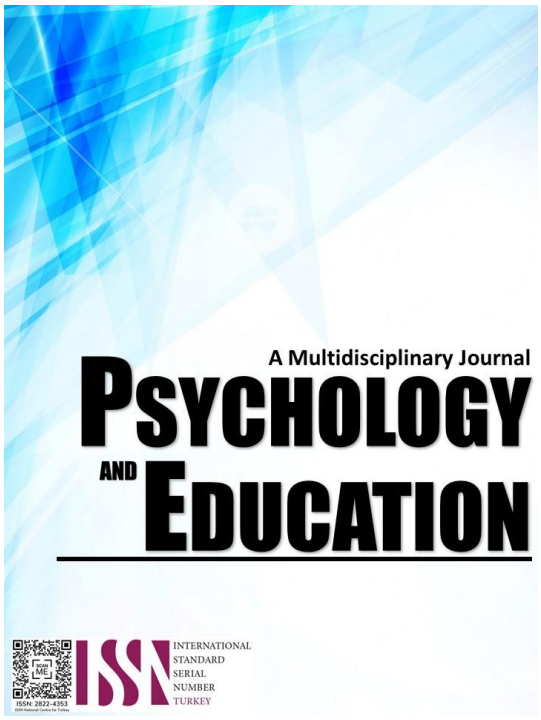
STRENGTHS AND WEAKNESSES OF THE PUBLIC ELEMENTARY SCHOOL TEACHERS DURING CLASSROOM OBSERVATION IN THE 3RD CONGRESSIONAL DISTRICT OF QUEZON



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Research Article

Strengths and Weaknesses of the Public Elementary School Teachers During Classroom Observation in the 3rd Congressional District of Quezon

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Abstract

Teaching is lifelong learning. One of the joys of teaching is the opportunity to explore new ideas and new ways of teaching as the teacher tries to meet the needs of an ever-changing group of learners. Thus, this study tried to discover the Strengths and Weaknesses of the Public Elementary School Teachers during Classroom Observation (CO) in the 3rd Congressional District of Quezon, which may give relevant programs and projects that will help them do their task outstandingly. Based on the result and findings, it had then concluded by the researcher that there was no significant difference between the level of performance of the teachers when they are grouped according to age by generation and length of service. On the other hand, there is a significant difference between the level of performance of the teachers when they are grouped according to age and educational attainment. Hence the null hypothesis is accepted.

Keywords: *strengths, classroom observation, elementary teachers, weaknesses, public school*

Introduction

Teaching is lifelong learning. One of the joys of teaching is the opportunity to explore new ideas and new ways of teaching as the teacher tries to meet the needs of an ever-changing group of learners. However, the bitter truth is that teachers are not perfect. Though they have good intentions and try their best to do the jobs they can, they make mistakes. It is never too late to make changes to the way teachers instruct their students. They must honestly look at their teaching for areas where they may respond less than ideally. They can ask a friend, colleague, and fellow teacher to point out areas in their teaching where they need to grow and develop. In this context comes the necessity of classroom observation.

A classic and widely accepted definition of classroom observation is given by Bio (2009), which states that it is an integral part of learning how to teach. According to her, not all things needed in the teaching profession can be acquired in university classes, which is why classroom observation presents an opportunity to see real-life teachers in real-life teaching situations. She noted that conducting observations with teachers in their actual classes significantly influences the way they plan and teach for the following sessions. She reiterated in her observation that classroom observation is vital at every stage of teachers' careers, not only for student teachers but for all teachers. Typically, the purpose of classroom observations was to enhance the quality of instruction and the effectiveness of teaching.

Every classroom environment includes observations. Whether they are conducted as part of administrative oversight or normal monitoring, observations of teachers continue throughout their careers. One benefit of classroom observation is that it offers a constructive critical framework for assessing one's practice, honing abilities, and building strengths. At worst, they can cause stress and put the observer's trust to the test. Classroom observation can be used as a training strategy and support service for teachers using systematic cycles of planning, observation, and intensive analysis of actual teaching performances. This is because novice teachers may not be knowledgeable about new techniques and approaches in the complex characteristics of learning and teaching.

In the Philippines, classroom observation is one criterion for assuring high-quality instruction under Republic Act 10533, also known as the K–12 Law. According to Section 14 of the law, the Department of Education (DepEd) will report on several implementation-related issues, including teacher welfare and training requirements that may be assessed through teacher classroom observation. Feedback offers opportunities to exchange knowledge and ideas as well as high-quality suggestions for ongoing improvement. Giving comments on a teacher's teaching style is referred to as classroom observation in the Revised Results-Based Performance Management System Manual of 2018. Additionally, it offers proof of actual teacher performance, their accomplishments, and places for growth, and it motivates teachers to reflect and become more self-aware about their practices. According to Riego de Dios (2020), all the indicators of work values are

significant, according to the respondents.

The teacher quality criterion for K-12, which includes the standard of a teacher's classroom performance, is incorporated into the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017). Through clearly defined domains, strands, and indicators that offer measurements of professional growth, competent practice, and successful engagement across teachers' career stages, the PPST clarifies what qualities comprise a good teacher. Some professional traits that a teacher should possess were mentioned by Asio and Riego de Dios (2019). A classroom observation tool has been created based on the new set of professional standards to evaluate these classroom activities and pinpoint their strengths and potential growth areas. This is done to precisely build professional development programs catered to teachers' unique needs. Most of the employees who took part in the study agreed with Asio and Jimenez's (2020) disclosure of the context of professional growth.

To help ensure that all students in its care receive top-quality primary education, DepEd has reiterated the need to continue the conduct of all ongoing class observations. The DepEd is aware of the critical role teachers play in raising the standard of the teaching and learning process. It is essential to achieve quality education if teachers' performance may be enhanced through different parameters through classroom observation. The Philippine Professional Standards for Teachers-Results-Based Performance Management System (PPST-RPMS) requires classroom monitoring. Additionally, it became more uniform and objective. This is true because it's utilized for performance reviews, coaching, mentoring, and evaluation. The teachers' continual professional growth is aided by this. According to Suparto (2020), academic supervision combined with classroom observation methods can enhance the standard of teacher learning in this regard. Additionally, classroom observation uses pre-established indicators that teachers and observers have agreed upon to guarantee the preparation of the teachers. In a related study, pre-observation planning, observation execution, and post-observation monitoring make form an efficient supervision process (Ghavifekr, Husain, Rosden & Hamat, 2019). For the RPMS goals for the academic year 2021–2022, 18 indicators from the Philippine Professional Standards for Teachers (PPST) have been selected. These critical indicators bring PPST integration through RPMS to a successful conclusion. There are nine (9) classroom observable objectives for Proficient Teachers. The objectives' performance indicators for quality were identified. The method of verification (MOV) from classroom observation is needed for Objectives 7, 3, 4, and 5. While there are SET A and SET B choices for Objectives 7,8,9, and 10 that, depending on the teacher's setting, may require MOV from a classroom observation, the delivery of extra materials, or the completion of a Teacher Reflection Form (TRF). Only two (2) observations were necessary for Proficient and Highly Proficient Teachers throughout the academic year 2021–2022. The principal, master teacher, and head teacher are among those who grade classroom observations. The supervisor's methods of classroom observation are often well- liked by the instructors (Tawalbeh, 2020).

The researcher further believed this classroom observation for teachers would be of immense help, given ample time and proper orientations among teachers as to how they will deal with it and how to achieve and accomplish the objectives. However, the researcher also believed that if the teacher was able to accomplish his or her task as a teacher, then the teacher deserves appropriate appraisal. Thus, all teachers must be valued and consider their welfare with the learners in the whole learning process.

Under that, this study explored the strengths and weaknesses of the teachers during Classroom Observation. It believed that public elementary school teachers' practices in preparing the classroom observation will encourage teachers to improve their teaching techniques, strategies, methods, and instructional materials in teaching and learning. The purpose of the study is to improve each teacher's professional standing by providing them with relevant projects and programs that will enable them to complete their work to their fullest potential. This study will help teachers and administrators create an environment where everyone is able to excel and be productive.

Research Questions

This study tried to discover the Strengths and Weaknesses of the Public Elementary School Teachers during Classroom Observation (CO) in the 3rd Congressional District of Quezon, which may give relevant programs and projects that will help them do their task outstandingly. Specifically, this study sought the answer to the following questions:

1. What is the demographic profile of the respondents in terms of:
   1.1. age by generation;
   1.2. gender;
   1.3. length of service; and

1.4. educational attainment?
2. What are the strengths and weaknesses of the public elementary teachers during Classroom Observation (CO) based on their level of performance in terms of:
2.1. content knowledge and Pedagogy;
2.2. learning environment; and
2.3. diversity of Learners?
3. Is there a significant difference between the strengths and weaknesses during classroom observation when they are grouped according to demographic profile?
4. What classroom management program be proposed that could support the strengths and weaknesses of the teachers based on the result of the study?

Methodology

Research Design

This study utilized the quantitative design of research. According to the University of Connecticut (2013), quantitative research is usually expressed as variables and appears in numbers and specific measurements. This study employed the descriptive- survey method of research. Shuttleworth (n.d.) and Posiinasetti (2014) described it as a scientific way of observing and describing the behaviors of a population without being subjective to it or changing the environment. Posinasetti (2014) further described obtaining the present status of phenomena through the help of the variables present in the situation. According to Grand Canyon University, descriptive research deals with quantifiable information that is used to analyze the target subject.

About the respondents' age, sex, duration of service, and highest level of education, the researcher employed this design to determine their demographic profile. When a survey questionnaire was personally administered to the public elementary school teacher of the 3rd Congressional District of Quezon, it was utilized to determine the strengths and weaknesses of instructors during Classroom Observation (CO).

Research Locale

The 3rd Congressional District of Quezon was the locale of the study. Quezon's 3rd Congressional District is one of the four congressional districts of the Philippines in the province of Quezon, formerly Tayabas. It has been represented in the House of Representatives of the Philippines since 1987. The district consists of municipalities in the Bondoc Peninsula, the southern part of Tayabas Isthmus, and the southwest coast of Ragay Gulf, namely, Agdangan, Buenavista, Catanauan, General Luna, Macalelon, Mulanay, Padre Burgos, Pitogo, San Andres, San Francisco, San Narciso, and Unisan. The researcher decided the 3rd Congressional District of Quezon to be the research locale for this study to benefit more in this paper.

Population and Sample

The public elementary school teachers in the 3rd Congressional District of Quezon were the respondents of this study. The researcher used this sampling technique due to the unavailability to access a wider population due to time and cost constraints. Nevertheless, the researcher believes that the selected part of the entire population embodied them so much for this study. After determining the number of samples from each district and municipality, the researcher employed structured or purposive sampling in choosing the specific respondents in each district.

The following criteria were considered by the researcher in selecting the respondents:

1. They must be from the municipality in the 3rd Congressional District of Quezon;
2. They must be teaching in central or non-central;
3. They must belong to schools with the identified school principals, Teachers I to III in a teaching position.

200 Proficient Teachers or Teacher I to Teacher III from the public elementary school in the 3rd Congressional District of Quezon were the respondents of the study.

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Table 1: *List of School Respondents in 3rd Congressional District*

District	*School*	*Total Number of Teachers*	*Total Number of Respondents (Proficient Teacher)*
Agdangan	Agdangan CentralElementary School	38	10
Buenavista I	Buenavista CentralElementary School	48	15
Catanauan I	Catanauan CentralSchool	89	25
Catanauan II	San Isidro ElementarySchool	28	10
Gen. Luna	Gen. Luna CentralSchool	39	10
Macalelon	Macalelon CentralElementary School	38	10
Mulanay I	Ajos ElementarySchool	14	5
Mulanay II	Mulanay ElementarySchool	70	20
Padre Burgos	Padre Burgos CentralSchool	32	10
Pitogo	Pitogo Central School	31	10
San Andres	San Andres CentralSchool	59	15
San Francisco I	Aurora ElementarySchool	45	15
San Francisco II	Aurora Central AnnexI School	31	10
San Narciso I	San Narciso CentralElementary School	44	15
San Narciso II	Abuyon ElementarySchool	34	10
Unisan	Unisan Central School	34	10
Total:		674	200

Description of the Respondents

The respondents of this present study were the Public Elementary School Teachers of the Third congressional district in the Division of Quezon. The respondents were chosen using the purposive sampling method. They were chosen because this study aimed at coming up with a proposed classroom management program, and the key players in classroom observation are the Teachers. Thus, there are no other individuals suited to be the respondents of this study. The teacher-respondents probably teacher I to teacher III, should be employed with a permanently position in the third congressional district of Quezon.

Research Instrument

The research questionnaires were derived from DepEd Memorandum No. 004, s. 2022 has undergone a validation process. It is composed of two (2) parts, each part is under the formulated statement of the problem. The first part of the research instrument comprises the demographic profile of the respondents, including age, gender, teaching experiences, and educational attainment. The second part is composed of Likert Scale questions. Stangor (2010) states that the Likert Scale is composed of items indicate whether they agree or disagree that is intended to be measured. The second part is composed of (5) statements per indicator. Each indicator consists of specified strengths and weaknesses of teachers that could be seen in the teacher during a classroom observation.

Data Collection Procedure

The researcher worked on different activities for the completion of this study. Firstly, a letter of permission to undertake the research was provided to the person involved stating the purpose of the study. Once approved, the researcher set a schedule with the respondents and personally distributed the questionnaires to them. The questionnaires were personally retrieved, following the provisions of the Philippine Data Privacy Act of 2012 to maintain the confidentiality of data. The researcher sought the assistance of the school heads in administering and retrieving the research instruments. Other related concerns, such as the production of survey questionnaires and other materials needed by the researcher properly negotiated adequately with the principal. Lastly, the gathered information was analyzed and interpreted.

Results and Discussion

Demographic profile of the respondents

Table 1.1 Age by Generation

Age by Generation	*Frequency*	*Percentage*
Baby Boomer	25	12.5
Generation X	100	50
Millennials	66	33
Generation Z	9	4.5
Total	200	100

Table 1.1 shows the frequency and percentage distribution of the respondents according to age by Generation. 100 of the 200 respondents, or 50% of the

total, are classified as Generation X, with ages that range from 42 to 57. Baby Boomers, which comprise 12.5% of the respondents, are followed by Millennials, which represent 33% of respondents aged 58 to 67, and Generation Z, which make up 4.5% of respondents aged 10 to 25.

It is widely accepted that as age advances and the designation is promoted, teachers lose the enthusiasm to teach. Because as age advances, the teacher becomes experienced, and he knows where to tap the students' potential and help them recognize their value. According to others, instructors' excitement declined as they aged, which may have been brought on by the monotony of teaching the same material for numerous years and the increased demands of academic, administrative, and research aspects (David, 1972). However, young teachers sought to emulate more experienced ones and were driven to get better. They may certainly employ audiovisual aids, ICT equipment, and other techniques to enhance their teaching capabilities. The experience increased as the age advanced.

Table 1.2. *Gender*

Gender	*Frequency*	*Percentage*
Male	34	17.0
Female	157	78.5
LGBTQIA+	9	4.5
Total	200	100

Table 1.2 shows that 78.5% of the respondents are female, 17% are male, and 4.5% are LGBTQIA+. The table shows that of the 200 respondents, most are female teachers, with 157 respondents.

It conforms to the statement of Becker 2021: et al., 2019, females more likely than males to promptly taking part in a survey. As to teacher characteristics, female teachers, with more exposure to professional development and more efficacious teachers, tended to have higher levels of job satisfaction. In addition, it found that the relationship between the extent of teacher cooperation and job satisfaction was more pronounced for male teachers at the same time, student discipline was more important for the job satisfaction of teachers with lower self- efficacy beliefs.

Table 1.3 *Length of Service*

Years In Service	*Frequency*	*Percentage*
1 to 10 years	49	24.5
11 to 20 years	75	37.5
21 years and above	76	38.0
Total	200	100

Table 1.3 depicts the distribution of respondents according to the length of service. Thirty-eight percent (38%) of them have been in service for more than 21 years, 37.5% served for 11 to 20 years, while about 24.5% serve the department for 1 to 10 years during this research.

Wolff, van den Bogert, Jarodzka, and Boshuizen (2014) showed that expert teachers were significantly more effective at predicting classroom management events than novice teachers. This suggests that with years of experience, teachers develop a better understanding of classroom management, which enables them to anticipate issues and adapt their classroom management practices accordingly.

Additional work in schools in the United States by Wiswall (2013), Papay and Kraft (2015), and Ladd and Sorenson (2017), and a Dutch twin study by Gerritsen et al. (2014) indicated that teacher experience had a cumulative effect on students' outcome.

Table 1.4. *Educational Attainment*

Educational Attainment	*Frequency*	*Percentage*
Bachelor's Degree	70	35.0
With MA Units	114	57.0
MA Graduate	15	7.5
With Doctoral Units	1	0.5
Total	200	100

Table 1.4 shows the distribution of respondents according to educational Attainment. Of the 200 respondents, 114, or 57% are with MA units, 70, or 35%, are with bachelor's degree. 15, or 7.5%, have a master's degree, and 1, or 0.5%, have earned a doctorate unit.

Based on the percentage of units in a master's degree, teachers are capable enough of managing their classrooms to become more competent in professional

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aspects. Through continuous education, career-minded individuals can improve their skills and become more proficient at their jobs.

In theoretical terms, a higher educational attainment can imply either a better state of a teacher's level of human capital development or can act as a positive signal of adept innate ability, academic motivation, and cognitive skills development compared to those teachers without credentials. To that end, a teacher's better human capital development may reflect more effective instructional craft, higher efficiency in classroom management, and greater creativity to bolster Learning (Liu 2021a).

The strengths and weaknesses of the public elementary teachers during Classroom Observation (CO) based on their level of performance

Content Knowledge and Pedagogy

Table 2.1.1. *Applied knowledge of content within and across curriculum teaching areas*

	INDICATORS	*MEAN*	*VERBAL DESCRIPTION*	*REMARKS*
THE TEACHER…				
1	makes meaningful connections and including appropriate interdisciplinarytopics and learning competencies citedin the curriculum guide.	4.095	Observed	Strength
2	applies extensive knowledge ofcontent beyond his/her area of specialization.	4.070	Observed	Strength
3	motivates learners to investigate the teaching area to expand their knowledge and satisfy their curiosity.	4.210	Highly Observed	Strength
4	cites intra and interdisciplinary content relationships.	4.065	Observed	Strength
5	shows expertise in the content and uses appropriate pedagogy in delivering the lesson.	4.165	Observed	Strength
6	incorporates an interactive learningduring the teaching and learning process.	4.130	Observed	Strength
7	shows accurate, in-depth and broadknowledge within and across curriculum	4.070	Observed	Strength
8	integrates an expertise and teach skillsfor a particular area and appropriateness of the pedagogy toteaching	4.135	Observed	Strength
9	develops learners' higher order thinking skills (HOTS)	4.120	Observed	Strength
10	displays exceptional knowledge grounded in global best practices.	4.000	Observed	Strength
	SECTION MEAN	4.106	Observed	Strength

Table 2.1.1 presents the Level of Performance of Proficient Teachers in KRA 1, which is Content Knowledge and Pedagogy, with the objectives of applied content expertise in all areas of the curriculum and in teaching. As presented, it is highly observed that teachers motivate their learners to investigate the teaching area to expand their knowledge and satisfy their curiosity. Other indicators presented were all observed with varying mean scores of 4.106.

It affirmed that proficient teachers plan and organize learning strategies to apply expertise in the subject matter and integrate content knowledge of learning areas. The learners acquire the content better when the teacher relates the subject matter to their enabling competencies and learning experiences from other disciplines.

Table 2.1.2. *Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning*

	INDICATORS	*MEAN*	*VERBAL DESCRIPTION*	*REMARKS*
	THE TEACHER…			
1	displays distinguished proficiency in the use of Mother Tongue, and/or Filipino, and/or English that reflects a wide range of global competencein a culturally appropriate manner.	4.240	Highly Observed	Strengths
2	use the native language or the first language on teaching	4.225	Highly Observed	Strengths
3	displays a proficient use of English to facilitate teaching and learning.	4.055	Observed	Strengths
4	articulate in the use of Mother Tongue, and/or Filipino, and/or English. He/she produces highly sophisticated, refined, and organized extended communication strategies that foster life-longlearning.	4.155	Observed	Strengths
5	can easily link ideas and use communication strategies, such as code switching and translation	4.025	Observed	Strengths
6	use communication strategies such as codeswitching and translation.	4.125	Observed	Strengths
7	able to consistently handle the class discussionsin any of the medium of instruction in a variety of communicative task in learning situations.	4.135	Observed	Strengths
8	communicate in any medium of instruction with accuracy and fluency	4.130	Observed	Strengths
9	use precise vocabulary and intonation to express meaning and often shows great fluency ease on delivering the lesson.	4.100	Observed	Strengths
	Leads the class discussion in any of the mediumof instruction with ease and confidence.	4.115	Observed	Strengths
	SECTION MEAN	4.131	Observed	Strengths

Table 2.1.2 presents the Level of Performance of Proficient Teachers in KRA 1, which is Content Knowledge and Pedagogy with the objective of displaying proficient use of the Mother Tongue, Filipino, and English, to facilitate teaching and learning. As presented, it observed that teachers display proper knowledge and skills in delivering the lessons using the mandated medium of instruction in different subject areas. Other indicators presented were all observed with varying mean scores of 4.131.

This pertains to the teachers practicing effective communication strategies for the learners to understand the lesson better. The teacher is more considerate in using the language that the learners know. Through this, they would be more responsive in teaching them the lesson.

Table 2.1.3. *Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement*

	INDICATORS	*MEAN*	*VERBAL DESCRIPTION*	*REMARKS*
THE TEACHER…				
1	uses a variety of verbal and non-verbalcommunication strategies.	4.140	Observed	Strength
2	establishes classroom practices which promote open communication between the teacher and learners, and among the learners and their peers.	4.180	Observed	Strength
3	create a learning environment that provides opportunities for inquiry and involvement of learners individually and in groups.	4.150	Observed	Strength
4	update and inform learners with their performance so that they can adjust and upgradetheir performance inside the classroom.	4.155	Observed	Strength
5	utilize adaptive teaching techniques of where all will be given chance to participate.	4.155	Observed	Strength
6	maintains an environment that can be applied insocial context and real-life situations.	4.140	Observed	Strength
7	speaks clearly at an appropriate pace and successfully facilitates learner discussion.	4.185	Observed	Strength
8	adapts communication style and proactively modifies communication strategies to students' learning needs.	4.105	Observed	Strength
9	use non-spoken messages that includes facial expressions, gestures and etc.	4.110	Observed	Strength
10	use spoken words and written information thatincludes short phrases, instruction and etc.	4.150	Observed	Strength
	SECTION MEAN	4.147	Observed	Strength

Table 2.1.3 presents the Level of Performance of Proficient Teachers in KRA 1, which is Content Knowledge and Pedagogy, with the objective use of efficient verbal and nonverbal communication techniques in the classroom to promote student comprehension, involvement, engagement, and success. As presented, it observed that teachers maintain an environment that encourages learners to develop practical communication skills which can be applied in social contexts and real-life situations. Other indicators presented were all observed with varying mean scores of 4.147.

This points out that the teacher uses good verbal and non-verbal communication strategies, which are aligned with each other and support most learners.

The table's KRA 1 Content Knowledge and Pedagogy data shows the objective 1 applied knowledge of content across and across curriculum teaching areas gained a composite mean of 4.106, which may be viewed as observed. Objective 2, which is Display proficient use of the Mother Tongue, Filipino, and English, to facilitate teaching and learning, gained a composite mean of 4.131 with an interpretation of observed. The third objective to use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement, gained a composite mean of 4.147, interpreted as observed. The overall ratings of Key Results Area (KRA) 1 obtained a grand mean of 4.128, interpreted as observed.

The success or failure of teaching a particular concept lies in the pedagogical approach adopted by the teacher, without which the teaching would appear to the students, as Hiebert (2003) noted, the deficiencies of the traditional approach, which is a contrast to the pedagogical knowledge. Actual teaching should not only contain the teacher's skillful demonstration of his/her knowledge. However, it should also include the ability to guide the students to understand the content of the knowledge meaningfully. This shows the importance of pedagogical content knowledge in the instruction of any classroom. Recent research in science subjects highlighted teachers' pedagogical content knowledge as one of the most influential factors contributing to students learning and achievement (Gess-Newsome, 2013). It assumed that higher levels of Pedagogical Content Knowledge allow teachers to devise learning environments that challenge and, at the same time, support students' learning processes, with highly knowledgeable teachers being able to anticipate students' difficulties and adaptively respond when students encounter problems.

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Learning Environment

Table 2.2.1. *Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures*

	INDICATORS	*MEAN*	*VERBAL DESCRIPTION*	*REMARKS*
THE TEACHER…				
1	consistently implements safety policies andguidelines inside the classroom.	4.265	Highly Observed	Strength
2	ensures that learners can articulate and adhere tothe safety guidelines and practices in all the learning tasks.	4.175	Observed	Strength
3	insisted procedures to regularly maintain a safeand secure learning environment to enhance individual and group learning	4.195	Observed	Strength
4	maintain classroom cleanliness and orderliness.	4.265	Highly Observed	Strength
5	consciously designs a learning environmentwhere learners consistently relate classroomsafety guidelines and practices to real life situations	4.235	Highly Observed	Strength
6	sets a conducive learning environment forlearning	4.270	Highly Observed	Strength
7	have a well-lighted and well-ventilated learningenvironment for learning	4.245	Highly Observed	Strength
8	make sure that the learning environment is freefrom any distractions	4.245	Highly Observed	Strength
9	secure the learning environment from physicalharm or risks to promote their well-being and support their learning.	4.195	Observed	Strength
10	sets safety policies, guidelines and proceduresduring the teaching and learning process.	4.225	Highly Observed	Strength
	SECTION MEAN	4.232	Highly Observed	Strength

The Level of Performance of Proficient Teachers in KRA 2, a Learning Environment, is shown in Table 2.1.2. This KRA focuses on creating secure learning environments to improve learning through the consistent application of rules, regulations, and procedures. According to the findings as they were presented, teachers actively create a learning environment in which students regularly apply the rules and procedures for classroom safety to actual circumstances. Other indicators presented were all observed with varying mean scores of 4.232.

Table 2.2.2. *Maintain learning environments that promote fairness, respect, and care to encourage learning*

	INDICATORS	*MEAN*	*VERBAL DESCRIPTION*	*REMARKS*
THE TEACHER…				
1	promotes a supportive and nurturing learning environment where all learners feel accepted.	4.250	Highly Observed	Strength
2	enhance polite and respectful interactions withlearners.	4.225	Highly Observed	Strength
3	encourage to learn, and free to take learningrisks.	4.215	Highly Observed	Strength
4	motivate each learner to exhibit sensitivity tolearner's difference.	4.200	Observed	Strength
5	instigate classroom routines which will developrespect and care of the learners.	4.175	Observed	Strength
6	treat all leaners in a non-discriminatory manner regardless of their race, color, national origin, sex, or disabilities.	4.295	Highly Observed	Strength
7	promote positive social values where alllearners feel that they belong in the class	4.280	Highly Observed	Strength
8	involve learners as an active participant oflearning.	4.285	Highly Observed	Strength
9	establish a fair and consistent way of promotinggood behavior.	4.310	Highly Observed	Strength
10	encourage learners to have a sense of belongingand personal identity	4.310	Highly Observed	Strength
	SECTION MEAN	4.255	Highly Observed	Strength

The Level of Performance of Proficient Teachers in KRA 2, a Learning Environment, is shown in Table 2.2.2. This KRA is focused on maintaining learning environments that emphasize fairness, respect, and thoughtfulness to support learning. As stated, it was clearly seen that teachers and students consistently engage in pleasant classroom interactions at a high level. The mean scores of the other provided indicators, which varied, were all 4.255.

This indicates that teacher-learner interactions always model a high level of civility that can be applied within the classroom context.

Table 2.2.3. *Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning*

	INDICATORS	*MEAN*	*VERBAL DESCRIPTION*	*REMARKS*
THE TEACHER…				
1	consistently provides varied learningopportunities.	4.140	Observed	Strength
2	constructs carefully structured groups in which learners are engaged in learning experiences that clearly reflect all elements ofcooperative learning.	4.130	Observed	Strength
3	provides complex tasks in which all learners share the authority of setting goals, assessinglearning, and facilitating learning.	4.065	Observed	Strength
4	well aligned with the learners' individual andgroup learning needs.	4.135	Observed	Strength
5	engages learners to participate, cooperate, andcollaborate in continuous learning	4.195	Observed	Strength
6	encourage each pupil to take part on theteaching and learning process	4.200	Observed	Strength
7	controls the class so everyone can work	4.150	Observed	Strength
8	praise the efforts of students for good work	4.270	Highly Observed	Strength
9	secure a child-friendly and conducive learning	4.270	Highly Observed	Strength
10	leads learners to think critically, solve problems and find solutions to self-directedchallenges with connection to real-life contexts.	4.150	Observed	Strength
	SECTION MEAN	4.171	Observed	Strength

The Level of Performance of Proficient Teachers in KRA 2, which focuses on maintaining supportive learning environments that encourage students to participate, cooperate, and collaborate in continued instruction, is shown in Table 2.2.3. As the data was presented, it came out that teachers carried out structured collaborative work. All the other indicators that were shown had various mean values of 4.171.

This implies that the teacher provides sufficient learning opportunities, which are somewhat aligned with the learning goals, and engages most learners to participate, cooperate, and collaborate in continued learning.

The KRA 2 Learning Environment results, as shown in the table, demonstrate that objective 1, which establishes safe and secure learning environments to facilitate learning through consistent application of policies, guidelines, and procedures, obtained a composite mean of 4.232, which is evaluated as highly observed. Objective 2, maintains learning environments that promote fairness, respect, and care to encourage learning, gained a composite mean of 4.255 with an interpretation of highly observed. The third objective, maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning, gained a composite mean of 4.171, interpreted as observed. The overall ratings of Key Results Area (KRA) 2 obtained a grand mean of 4.219, interpreted as highly observed. This rating indicates that the KRA 2 Learning Environment is high.

According to Brooks (2010), the physical learning environment significantly affects learning results. Students who studied in an interactive setting enhanced their learning outcomes to the point that they even outperformed their own expectations as determined by standardized tests. As a result, the learning environment could encourage student to exceed their goals more.

Diversity of Learners

Table 2.3.1. *Designed, adapted, and implemented teaching strategies that are responsive to learners with disabilities, giftedness, and talents*

	INDICATORS	*MEAN*	*VERBAL DESCRIPTION*	*REMARKS*
THE TEACHER…				
1	employs extensive repertoire of strategies to create a learner-centered environment that addresses the learning needs of the individual andgroup of learners with special educational needs.	4.020	Observed	Strength
2	demonstrates an expanded understanding of theeducability of individual learners.	4.100	Observed	Strength
3	responds to individual and group of learners' background, thus creating an environment wherelearners feel equally involved.	4.055	Observed	Strength
4	provides thoughtful and appropriate instructionaladaptation for individual learner needs. The adaptation of instruction is realistic and effective.	4.055	Observed	Strength
5	provides diverse learners with opportunities toactively engage in various learning activities	4.030	Observed	Strength
6	applies consistently effective strategies forlearners with special needs.	3.990	Observed	Strength
7	gives restrictions that makes learning challenging to a person with learning disabilities, giftedness,and talents.	4.005	Observed	Strength
8	enhances learners' ability to adapt on activities according to their diverse background.	4.030	Observed	Strength
9	incorporates meaningful and enjoyable activities that can caught the interest and attention of thelearners.	4.095	Observed	Strength
10	makes innovative learning materials suitable tothe needs of learners.	4.090	Observed	Strength
	SECTION MEAN	4.047	Observed	Strength

Table 2.3.1 presents the Level of Performance of Proficient Teachers in KRA 3, which is the Diversity of Learners with the objective teaching techniques that are created, adapted, and put into practice for students with disabilities, giftedness, and talents. As it was stated, it was observed that teachers used various techniques to meet the learning requirements of students with special educational needs. Other

indicators presented were all observed with varying mean score of 4.07. This indicates that the teacher displays familiarity with learners' backgrounds but occasionally lacks responsiveness in addressing them.

Table 2.3.2. *Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups*

	INDICATORS	*MEAN*	*VERBAL DESCRIPTION*
THE TEACHER…			
1	employs extensive repertoire of strategies to create a learner-centered environment that addresses the learning needs of individual and group of learners from indigenous groups.	3.970	Observed
2	demonstrates a wider understanding of a culture-basededucation.	4.015	Observed
3	Teacher's instructional strategies respond to individual andgroup of learners' cultural background, thus creating an environment where learners feel equally involved.	4.010	Observed
4	provides a culture-based instruction to meet the needs oflearners. The adaptation of instruction is realistic and effective.	3.995	Observed
5	provides diverse learners with opportunities to actively engage in various learning activities.	4.005	Observed
6	encourage learners from indigenous groups to work oncollaborative learning activities with other learners	4.010	Observed
7	provides contextualized instruction	4.020	Observed
8	enerates a class environment that values and welcomeslearners from indigenous group	4.015	Observed
9	creates a democratic learning environment of harmonious relationship and sensitivity to social and culturaldifferences.	4.035	Observed
10	develop a cultural understanding and promote indigenous culture on teaching	3.995	Observed
	SECTION MEAN	4.007	Observed

Table 2.3.2 presents the Level of Performance of Proficient Teachers in KRA 3, which is Diversity of Learners, with the objective to modify and employ culturally pertinent teaching methods in order to meet the needs of students from indigenous groups. As said, it was noted that the teacher employs methods suitable for addressing the educational needs of learners from indigenous groups. Other indicators presented were all observed with varying mean score of 4.131.

This indicates that the teacher displays familiarity with learners' cultural backgrounds but sometimes lacks responsiveness in addressing them. The KRA 3 Diversity of Learners data, as shown in the table, reveals that objective 1 gained a composite mean of 4.047, interpreted as observed, for teaching techniques that were devised, modified, and put into practice in response to learners with disabilities, gifts, and talents. Objective 2, adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups, gained a composite mean of 4.007 with an interpretation of observed. The overall ratings of Key Results Area (KRA) 3 obtained a grand mean of 4.027 interpreted as observed.

Several research results show that student learning styles are highly dependent on the teaching methods employed by the teacher. For different learning styles, these teaching methods are ineffective. In other words, the most effective learning method proved less effective for students with different learning styles. Students' preferred learning styles can encourage them to reflect on their preferred methods of instruction, giving them a greater sense of belonging and control over their education. Learning styles serve as a reminder that each student is unique. Finally, they can increase teachers' enjoyment of teaching and help them develop their professional skills (Colors-NewYork, 2019). Additionally, Cooperative learning can effectively motivate students, promote active learning, and develop students' critical reasoning, interaction, and decision-making skills. On the other hand, if teamwork is not adequately planned and facilitated, it can frustrate students and instructors.

Significant Difference between Strength and Weakness during Classroom Observation when grouped into profile

Table 3.1. *Significant Difference between Strength and Weakness during Classroom Observation when Grouped by Age*

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Content Knowledge And Pedagogy	Between Groups	.630	3	.210	.800	.495
	Within Groups	51.414	196	.262		
	Total	52.044	199			
Learning Environment	Between Groups	2.019	3	.673	2.389	.070
	Within Groups	55.207	196	.282		
	Total	57.226	199			
Diversity of Learners	Between Groups	3.617	3	1.206	3.598	.015
	Within Groups	65.677	196	.335		
	Total	69.294	199			

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Table 3.1 shows the Significant Difference between Strengths and Weaknesses during Classroom Observation when Grouped by Age. Based on the results of the ANOVA analysis, the respondents, when grouped by age, have no statistically significant difference (p-value =0.495, which is greater than a=0.05) in Content Knowledge and Pedagogy. In the Learning Environment, the respondents, when grouped by age, have no statistically significant difference (p-value = 0.070, greater than a=0.05). However, the respondents when grouped by age, have statistically significant differences (p-value = 0.015, which is less than a=0.05) in the Diversity of Learners.

Table 3.2. Significant Difference between Strength and Weakness during Classroom Observation when Grouped by Gender

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Content Knowledge And Pedagogy	Between Groups	1.178	2	.589	2.281	.105
	Within Groups	50.866	197	.258		
	Total	52.044	199			
Learning Environment	Between Groups	1.927	2	.963	3.432	.034
	Within Groups	55.299	197	.281		
	Total	57.226	199			
Diversity of Learners	Between Groups	1.809	2	.905	2.640	.074
	Within Groups	67.485	197	.343		
	Total	69.294	199			

Table 3.2 shows the Significant Difference between Strengths and Weaknesses during Classroom Observation when Grouped by Gender. Based on the results of the ANOVA analysis, the respondents, when grouped by gender, have no statistically significant difference (p-value = 0.105, which is greater than a=0.05) in Content Knowledge and Pedagogy. The respondents, when grouped by gender, have statistically significant differences (p-value = 0.034, which is less than a=0.05) in the Learning Environment. In Diversity of Learners, the respondents, when grouped by gender, have no statistically significant difference (p-value = 0.074, greater than a=0.05).

Table 3.3. *Significant Difference between Strength and Weakness during Classroom Observation when Grouped by Length of Service*

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Content Knowledge And Pedagogy	Between Groups	.407	2	.204	.777	.461
	Within Groups	51.636	197	.262		
	Total	52.044	199			
Learning Environment	Between Groups	1.355	2	.678	2.389	.094
	Within Groups	55.871	197	.284		
	Total	57.226	199			
Diversity of Learners	Between Groups	1.779	2	.890	2.596	.077
	Within Groups	67.515	197	.343		
	Total	69.294	199			

Table 3.3 shows the Significant Difference between Strengths and Weaknesses during Classroom Observation when Grouped by Length of Service. Based on the results of the ANOVA analysis, the respondents, when grouped by length of service, have no statistically significant difference (p-value = 0.461, which is greater than a=0.05) in Content Knowledge and Pedagogy. In the Learning Environment**, t**he respondents, when grouped by length of service, have no statistically significant difference (p-value = 0.094, greater than a=0.05). The respondents when grouped by length of service, have no statistically significant difference (p- value = 0.077, which is greater than a=0.05) in the Diversity of Learners**.**

The findings of this present study align with the finding of Mahfooz and Mumta (2013), who found that years of experience can affect teacher effectiveness in managing students and teaching strategies. Teachers with more years of teaching experience are more knowledgeable, have different attitudes, have reasonable interactions with class control and in making decisions, are more cautious in making disciplinary decisions, have higher self-efficacies, and have abilities to manage their students' challenging behaviors and control their classes.

Table 3.4. *Significant Difference between Strength and Weakness during Classroom Observation when Grouped by Educational Attainment*

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Content Knowledge And Pedagogy	Between Groups	3.945	3	1.315	5.359	.001
	Within Groups	48.099	196	.245		
	Total	52.044	199			
Learning Environment	Between Groups	3.798	3	1.266	4.644	.004
	Within Groups	53.428	196	.273		
	Total	57.226	199			
Diversity of Learners	Between Groups	3.325	3	1.108	3.293	.022
	Within Groups	65.969	196	.337		
	Total	69.294	199			

Table 3.4 shows the Significant Difference between Strengths and Weaknesses during Classroom Observation when Grouped by Educational Attainment. Based on the results of the ANOVA analysis, the respondents, when grouped by educational attainment, have statistically significant differences (p-value = 0.001, which is less than a=0.05) in Content Knowledge and Pedagogy. When respondents are categorized by level of education in the Learning Environment, there are statistically significant differences (p-value = 0.004, which is less than a=0.05). The respondents when grouped by educational attainment, have statistically significant differences (p-value = 0.022, which is less than a=0.05) in the Diversity of Learners.

The interpreted data verify the different findings of the related studies about the strengths and weaknesses of public elementary school teachers during classroom observation, pointing out that they need to acquire new skills, broaden their knowledge, and keep up with the latest trends and practices in the actual field.

Proposed Classroom Management Program

The researcher proposes implementing a classroom management program entitled 3Rs *(Reflect. Revive. Reinvigorate).* Inefficient classroom management prevents effective teaching and learning from occurring. Regardless of the diversity in their classes, excellent teachers seem to be effective with students of all academic levels. Despite of how similarly or differently the students view their academic accomplishment, if the teacher is ineffective, students under their instruction will make insufficient academic progress. Therefore, competent teachers have a variety of instructional tactics at their disposal, are adept at determining and articulating the ideal order and pace for presenting their material and are knowledgeable about classroom management measures.

In conclusion, one of the essential components of successful teaching is competent classroom management. Improved teaching outcomes, an expanded capacity to be a good teacher, and more job satisfaction are all benefits of excellent classroom management. In other words, effective classroom management and teaching go hand in hand. Effective classroom management techniques can be applied to all subject areas and developmental stages to create an environment that is conducive to learning. They can encourage pupils to control their conduct, lessen instances of misbehavior, and boost productivity.

Conclusion

Based on the result and findings, it had then concluded by the researcher that there was no significant difference between the level of performance of the teachers when they are grouped according to age by generation and length of service. On the other hand, there is a significant difference between the level of performance of the teachers when they are grouped according to age and educational attainment. Hence the null hypothesis is accepted.

Based on the summary of findings and conclusion formed from the study conducted, the researcher would like to respectfully recommend the following recommendations:

1. The findings of this research revealed that public elementary school teachers need to enhance their level of performance during a classroom observation, so with this, the school administrators may utilize the results of this study as baseline data for them and may consider adopting and contextualizing the proposed classroom management program during classroom observation to be adopted by their respective schools towards maximizing teachers' techniques and strategies in managing various classroom situations.
2. The level of performance of teachers was found to be observed. Hence it is strongly recommended that:
   2.1. The school administration and the staff should openly discuss required standards in the performance of duties and be updated on what is required of them by making this one of the topics during learning action cell sessions and in-service training.
   2.2. Conducting and implementing the classroom observation tool should not be the last phase. A follow-up intervention must be addressed, primarily in the areas that should be enhanced in the teaching-learning process. Mentoring sessions should occur where teachers find ways to work on their weaknesses.
   2.3. Schools should have a follow-up intervention focusing on improving the teaching-learning process. Discussions about the latest RPMS standards, video editing, and photo editing should be part of the in-service training for educators.
   2.4. To further the education of teachers, the school should start holding seminars and training sessions on various teaching methods and tactics for conducting courses in this era of the new normal.
   2.5. Class observers, such as the school head and master teachers, should be adequately trained to provide the most effective supervisory observations and guidance.
3. The formulation of the program to enhance

classroom management practices of Public Elementary School Teachers was proposed to maximize teachers' techniques and strategies in managing various classroom situations.

4. Future researchers may conduct a comparative study on implementing Classroom Observation before and during this new normal.

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