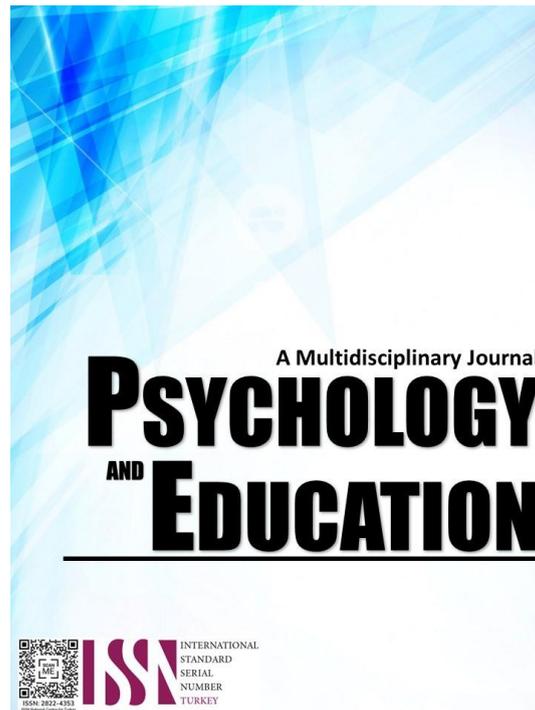


**PREPAREDNESS OF PUBLIC ELEMENTARY SCHOOL
TEACHERS IN PERFORMING THEIR TEACHING
TASKS BEFORE, DURING, AND AFTER CLASSROOM
OBSERVATION IN LOPEZ EAST DISTRICT,
DIVISION OF QUEZON**



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Preparedness of Public Elementary School Teachers in Performing Their Teaching Tasks Before, During, and after Classroom Observation in Lopez East District, Division of Quezon

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Abstract

The study determined the level of preparedness of public elementary teachers in performing their teaching tasks before, during, and after classroom observation in Lopez East District in the Division of Quezon. The research employed descriptive research design using quantitative research method and random sampling. This engaged 146 respondents from selected teachers and school heads within Lopez East District in the Division of Quezon. To analyze and interpret the data, mean was used to describe the level of perception of the teachers and school heads on the level of preparedness in classroom observation and two – way ANOVA was used to determine the significant difference in the perception of the teachers when grouped according to their profile. In gathering data, the instrument used the following; pre-assessment, actual observation, and post-assessment, to assess the requirements prepared of a classroom teacher in classroom structuring and teacher observation guide for instructional competence. Consultation of the self-made questionnaire was carried on with the expert in DepEd using the classroom observation tool under mandated DepEd Order No. 42 s. 2017, an updated PPST-RPMS classroom observation tool in the enhancement of teacher's quality as provided by the Department of Education. There is no significant difference in the teacher's perception and their demographic profile. There was no problem encountered by the teachers and school heads before the classroom discussion, they all prepared and familiar with the classroom observation tool. Most of the indicators during the classroom observations was Always Observed and after the classroom observation the respondents perceived was Highly Achieved. Based on the results, the researcher still recommends that classroom observation, coaching, and mentoring may be perceived to ensure the quality of teachers.

Keywords: *preparedness, classroom observation, public school, teaching tasks*

Introduction

Classroom observation can be one of actuating aspects which could lead the engrossment of the teachers. The classroom, pupils, lesson plan, and teaching materials are just some of which could be considered in classroom teaching. Before classroom observation, teachers make the time to plan, though there was a planning period given prior to the actual observation day. There must be indicators that need to do such as review the Results-based Performance Management System (RPMS) Tool appropriate to your level, master the indicator list expected to be observed in each quarter/observation period in order to plan well for the observation. Plans his or her lesson according to the indicators expected for the particular observation period, and provides the observers with the lesson plan/DLP/DLL. Preparation was one of critical part of effective classroom teaching. If the teacher's dearth behind in preparing, then it will lead to disaster. In addition, preparation was another load to the working hours of teachers. Normally, teachers do the preparation outside the school. Moreover, they use their weekend to go to school and even stay late there to prepare sufficiently. To produce prototype learning environment, they consider different strategies and

new ideas.

During classroom observation, teachers should always prepare enough so that pupils were extra involved to maximized their learning. Teachers should always show confidence for the pupils to focus on whatever they are doing. Presentation, teaching devices, point of the lesson, classroom management, subject knowledge, pupil's behavior management, awareness of pupils needs, and generalization of the lesson are what teachers should look for during the actual observation. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments, also manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. In addition, uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strength, interests and experiences.

After classroom observation was the assessment or the evaluation. This could be the sensitive part for the teachers being prepared, but there were benefits after all. There was the post-observation meeting to accept



and prepare for the next steps. This post-meeting was considered as best time to ask question, and received more thorough feedback. Some observer would rather use self-reflection method, teachers receive their observation form describing and explaining the observer's comments. The form itself was definitely helpful. Observer always provide recommendation for future classroom observation.

In the Philippines, DepEd Order No. 42, s. 2017 also known as National Adoption and Implementation of the Philippine Professional Standards for Teachers were used as a basis for all learning and development programs for teachers. This DepEd order focused on the development of some areas targeting the quality of teachers in classroom teaching. It was Academic Year 2017-2018 when the classroom observation used as a tool to assess the teacher's level of teaching and learning process. Classroom observation served as a strategy on evaluating teacher preparedness and professional development. The Philippine Professional Standard for Teacher (PPST) mandated a classroom observation which used classroom observation tool (COT) as the basic means of verification (MOV) in RPMS (Result-based Performance Management System) of every teacher.

The classroom observation in Quezon before the mandated of Philippine Professional Standard for Teacher (PPST) were uncertain and it was disturbing for some teachers. Most of the time unannounced classroom observation were experienced by the teacher, it was led to classroom observation unsuccessful being teachers' unpreparedness. In Lopez East District classroom observation was utilized by the school heads to evaluate their school teachers preparedness on classroom teaching. As abide by the DepEd order teachers perform classroom observation quarterly with their choice of learning areas, as a total of four (4) classroom observation the whole academic year. When it comes teacher's preparedness some fail to remember the guidelines of classroom observation which basically led to ineffective classroom teaching. Teachers are responsible for their own professional development and provide self-research on classroom observation preparedness. Those observations give rise to the researcher to know the level of preparedness of public elementary school teachers in performing their teaching tasks before, during, and after classroom observation.

Research Questions

The purpose of this study was to determine the level of preparedness of public elementary school teachers in performing their teaching task before, during, and after

classroom observation in Lopez East District, Division of Quezon.

Specifically, this study aims at answering the following questions:

1. What is the profile of the teachers in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Civil Status;
 - 1.4 Plantilla Position;
2. What is the perception of teachers on the level of preparedness in performing their teaching task before classroom observation?
3. What is the perception of teachers on the level of preparedness in performing their teaching task during classroom observation?
4. What is the perception of teachers on the level of preparedness in performing their teaching task after classroom observation?
5. Is there any significant difference on the level of preparedness of teachers in performing their teaching tasks before, during, and after classroom observation in terms of profile?
6. What are the recommendations of the school heads and teachers to improve the level of preparedness of teachers in classroom observation?
7. What intervention program could be developed by the researcher to ensure the readiness of teachers in performing their teaching task in classroom observation?

Methodology

Research Design

The study used the descriptive research design to determine the preparedness of public elementary school teachers in performing their teaching task before, during, and after classroom observation in Lopez East District, Division of Quezon when grouped into their age, gender, civil status, and plantilla position. The researcher used research questionnaire to gather relevant information to the problem. The broad view of descriptive research according to Salvador et al (2008) requires actual information that is accurate, correct and objective and deals mostly with verbal information. This further describes and interprets "what is". It reveals conditions or relationships that exist or do not exist, practices that prevail, belief or points of view or attitudes that are held or are not held, processes that are going on or otherwise, effects that



are being felt, or trends that are developing. According to Good (2002), descriptive research includes studies that support to present facts concerning the nature and status of anything. This means that descriptive research gives meaning to quality and standing of facts that are going on. The descriptive part presented the level of preparedness of public elementary school teachers in performing their teaching tasks before, during, and after classroom observation in Lopez East District, Division of Quezon according to their age, gender, civil status, and plantilla position.

Research Population and Sample

The population of this study includes the 146 elementary teachers and school heads of public elementary schools in Lopez East District Division of Quezon for School Year 2019-2020. To determine the sample, the researcher utilized a random sampling (using a Hat). The researcher assigned a name of school which is encoded in a Hat to identify who shall be the actual respondents for the study. The sample is random because each school has an equal chance of being chosen. According to Lauren Thomas (2020) a simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected.

Table 1. *Population and Sample of the Study*

District Zone	No. of School	No. of School Representative	No. of Heads	No. of School Heads Representative	No. of Teachers	No. of Teachers Representative	Sample Size
Zone 1	1	1	1	1	33	33	34
Zone 2	13	5	13	5	94	36	41
Zone 3	8	5	8	5	58	31	36
Zone 4	9	5	9	5	54	30	35
Total	31	16	31	16	239	130	146

Table presents the population of the respondents of the study. It is limited to the public elementary schools offering primary education in Lopez East District Division of Quezon. The respondents of the study will be the one hundred sixty-three (146) teachers and school heads from public schools in Lopez East District Division of Quezon. The respondents of the study were selected through the Hat method to become the very source of respondents for this study.

Research Instrument

The data was collected using the self-made questionnaire. The questionnaire was aligned on the D.O No. 42, s. 2017 an updated PPST-RPMS classroom observation tool in the enhancement of teachers' quality as provided by the Department of

Education. The instrument used the following to assess the requirements to be prepared of a classroom teacher in classroom structuring and teacher observation guide for instructional competence as to: (a) Pre-Assessment, (b) Actual Observation, and (c) Post Assessment. The first draft of the questionnaire was consulted to the researcher's adviser. In order to clarify and appropriateness of the instruments. The final form of the sets of questionnaires was reproduced and distributed to the respondents by the researcher.

Data Gathering Procedure

The gathered data relevant to this research, the researcher did the following procedures: In order to work safely and smoothly in the conduct of the study for gathering pertinent data and information the researcher asked permission from the Public Schools Division Superintendent in Division of Quezon to conduct her study. After the approval of the Public Schools Division Superintendent, the researcher coordinated and asked permission from the Public Schools District Supervisor. After the approval of Public Schools District Supervisor, the researcher asked the School Heads of the different Schools in Lopez East District Division of Quezon and discussed with them the purpose of the study before distributing the copies of the questionnaire to the target respondents. The deployment of the questionnaire was personally administered by the researcher. The researcher assured proper courtesy during the conduct of the study. She also assured the respondents that the information gathered will be treated confidentially. She explained to the respondents that their responses should be based on their actual experiences and observations before, during and after the classroom observation.

Results and Discussion

Table 2 shows the frequency distribution of respondents according to age. Majority of the teachers 82 out of 130 or 63.08% were 31 years old and above while 38 or 29.23% of them were 26 – 30 years old and 10 or 7.69% were 20 – 25 years old. This confirms that the teacher respondents of the study were in millennial generations. Also, it implies that few teachers are being hired this year and there are more teachers who have been in the teaching field for a long time.

Table 2. *Frequency Distribution of the Profile of the Respondents*

Category	Type/Group	Respondents	
		F	%
Age	Young Adult	10	7.69
	Adult	38	29.23
	Millennials	82	63.08
Sex	Male	22	16.92
	Female	108	83
Civil Status	Single	22	16.92
	Married	106	81.54
	Widow/Widower	2	1.54
Plantilla	Teacher I	99	76.15%
	Teacher II	21	16.15%
	Teacher III	10	7.7%

According to Hambre et.al (2020), points out that if the starting age of a teacher to enter a teaching profession right after graduation is 21 years old, then these teachers were just developing their teaching profession. It also reveals that 12 or 75% were females while 4 or 25% of the respondents were male. The data proved that there are more female school heads than males. It also shows that there are 108 or 83% were female teachers while 22 or 16.92% of the teachers were male. It implies that majority of the teacher respondents are dominated by female.

According to Cushman (2006) as cited by Cahapay (2021), there is one occupation where males noticeably form the group of minorities. The occupation of teaching the children has traditionally been dominated by females. In addition, Regalado (2017) census data show that more women are enrolled in education courses and there are more female teachers. She cited that specifically in the culled data for the school year 2008-2009, there were 89.58% females while only 10.42% males in the occupation of elementary teaching.

Furthermore, 15 or 93.75% of the school heads were married. It was followed by single with the frequency of 1 or 6.25% of the school heads. As a whole, most of the school heads are married. Similarly, 106 or 81.54% of the teachers were married. Secondly 22 or 16.92% were single. It was followed by widowed with the frequency of 2 or 1.54% of the teachers. The data above showed that majority of the teachers are in their relationship. Also, indicates that more teachers prefer to have a family while working. Ayeop (2003), state that married teachers have higher job satisfaction compared to single teachers and those in the group of

others (that is, separated and divorced).

Moreover, the frequency distribution of respondents according to their present position. There are 3 or 18.30% of head teachers with two positions; 5 or 31.25% are principals with two positions; and 8 or 50% is a teacher-in-charge. To be concluded that the respondents occupy officer-in-charge or teacher-in-charge positions. Furthermore, the data reveals that 99 or 76.15% of the respondents were teacher I. Secondly 21 or 16.15% were teacher II. It was followed by teacher III with the frequency of 10 or 7.7% of the respondents.

This indicates a shortage of principals in the Lopez East District. Teachers who take the exam must pass the principal's test. The teacher in-charge position is a temporary title granted to a school principal until the designee satisfies the requirements for the headmaster post, which is the lowest position in the hierarchy, or meets those requirements. It can be inferred that there is an urgent need for the elementary school heads to advance and take on more responsibility.

This might be attributed to the fact that there is more teacher I items in the Lopez East District. This can be attributed to the minimal items of higher position in the said district and the teachers need to study a lot and complete a master's degree for reclassification of teachers. Hughes and Ubben (1989) contend that high-quality instruction does indeed result in high-quality learning, and that the quantity and kind of direct leadership is a crucial component of high-quality instruction.

The table evidently shows the on the level of preparedness of teachers in performing the teaching task before classroom observation as perceived by the school heads. All indicators were perceived to be "Highly Prepared" with an overall mean of 3.52. Meanwhile, it shows that the teachers were prepared in performing the teaching tasks before classroom observation with an overall mean of 3.12. Furthermore, the school head perceived with the highest mean of 3.63 and 3.27 for the teacher respondents. This means that both teachers and school heads were prepared and familiar with the tools that are being used in the classroom observations.



Table 3. Mean Distribution of the Preparedness of Teachers in performing their teaching task Before Classroom Observation

STRATEGIES	TEACHERS PERCEPTION		SCHOOL HEAD OBSERVATION	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Review the Results-based Performance Management System (RPMS) Tool appropriate to your level.	3.08	Prepared	3.63	Highly Prepared
2. Refer to the Indicator List expected to be observed in each quarter/observation period in order to plan well for the observation.	3.09	Prepared	3.56	Highly Prepared
3. Plans his or her lesson according to the indicators expected for the particular observation period.	3.19	Prepared	3.38	Highly Prepared
4. Provides the observers with the lesson plan/DLP/DLL.	3.27	Prepared	3.53	Highly Prepared
Total Mean	3.12	Prepared	3.52	Highly Prepared

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.

Table 4 shows the perception on the level of preparedness of teachers in performing the teaching task during classroom observation as perceived by the school heads. All indicators were perceived to be “Highly Prepared” with an overall mean of 3.64. Indicators 3 and 4 was perceived with the highest mean of 3.81. The school heads observed a range of teaching strategies to develop critical and creative thinking as well as other higher – order skills. In addition, the school heads observed that the teacher manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands – on activities within a range of

physical learning environment.

Table 4. Mean Distribution of the Preparedness of Teachers in performing their teaching task During Classroom Observation

STRATEGIES	TEACHERS PERCEPTION		SCHOOL HEAD OBSERVATION	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Applies knowledge of content within and across curriculum teaching areas.	3.40	Highly Prepared	3.63	Highly Prepared
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	3.38	Highly Prepared	3.50	Highly Prepared
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	3.18	Prepared	3.81	Highly Prepared
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	3.37	Highly Prepared	3.81	Highly Prepared
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	3.33	Highly Prepared	3.56	Highly Prepared
6. Uses differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strength, interests and experiences	3.36	Highly Prepared	3.63	Highly Prepared
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	3.36	Highly Prepared	3.50	Highly Prepared
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals	3.45	Highly Prepared	3.69	Highly Prepared
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	3.40	Highly Prepared	3.60	Highly Prepared
Total Mean	3.35	Highly Prepared	3.64	Highly Prepared

Furthermore, it also shows that on the level of preparedness of teachers in performing the teaching task during classroom observation as perceived by the teachers. Most indicators were perceived to be “Highly Prepared” with an overall mean of 3.35. Indicator 3 was perceived with the lowest mean of 3.18. The teachers were “Prepared” in applying a range of teaching strategies to develop critical and creative thinking as well as other higher – order skills of the students. Teacher must give an activity that the students learn to make connections to help them gain more understanding in the topic. Also, the teacher will



choose teaching strategies that suitable to the needs of the students to support them through learning process. According to Edutopia (2019) teaching strategies means discover and share best practices for improving your teaching craft-delivering instruction, engaging students, reaching struggling students, and more.

Table 5. Mean Distribution of the Preparedness of Teachers in performing their teaching task After Classroom Observation

STRATEGIES	TEACHERS PERCEPTION		SCHOOL HEAD OBSERVATION	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Identifies self-performance gap or an opportunity to improve.	3.02	Prepared	3.50	Highly Prepared
2. Agree with the coach on problems to be fixed and an opportunity to move job performance.	3.23	Prepared	3.69	Highly Prepared
3. Create and agree with the coach on the action plan to address the gap.	3.28	Highly Prepared	3.69	Highly Prepared
4. Setting follow-up sessions to check on the status of the agreed upon action plan	3.22	Prepared	3.65	Highly Prepared
Total Mean	3.23	Prepared	3.62	Highly Prepared

The table above shows the level of preparedness of teachers in performing the teaching task after classroom observation as perceived by the school heads. All indicators were perceived to be “Highly Prepared” with an overall mean of 3.62. Furthermore, it also shows on the level of preparedness of teachers in performing the teaching task after classroom observation as as perceived by the teachers. Most indicators were perceived to be “Prepared” with an overall mean of 3.23. Indicator 3 was perceived with the highest mean of 3.28. The teachers were “. Create and agree with the coach on the action plan to address the gap. It implies that mentoring and coaching after the classroom observation by the school head are very important to address the problems that were encountered and to improve the teaching process. 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.

Table 6. Significant difference on the assessment made by two groups of respondents on the level of preparedness of teachers in performing their teaching tasks before, during, and after classroom observation.

Variables Compared	df	Mean	Level of Significance	Critical value	p-value	Decision	Interpretation
Teacher		3.29					
School heads	1	3.63	0.05	12.706	0.113	Accept Ho	Not Significant

The table presented the significant difference on the assessment made by two groups of respondents on the level of preparedness of teachers in performing their teaching tasks before, during, and after classroom observation. Since the p – value of 0.113 is greater than 0.05 level of significance the null hypothesis that there is significant difference on the assessment made by two groups of respondents on the level of preparedness of teachers in performing their teaching tasks before during and after classroom observation is accepted.

It concludes that there was no significant difference on the assessment made by two groups of respondents on the level of preparedness of teachers in performing their teaching tasks before during and after classroom observation. According to Barrogo (2020), 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.



Table 7. *Frequency Distribution on the Recommendations of the School heads and teachers to improve the level of preparedness of teachers in classroom observation too*

<i>Recommendations</i>	<i>Frequency</i>	<i>Rank</i>
1. Provide Meaningful Professional Development.	94	1 st
2. Provide Adequate Resources.	59	4 th
3. Establish Ongoing, Open Communication.	50	5 th
4. Encourage Journaling and Reflecting.	39	6 th
5. Focus on teachers in low-income and crisis-affected contexts as professionals, learners and individuals.	62	3 rd
6. Create professional development opportunities that promote teacher collaboration.	67	2 nd

The table above shows that 94 of the respondents recommend providing meaningful professional development to minimize the problems encountered and brought about by classroom observation. Secondly, 69 respondents were creating professional development opportunities that promote teacher collaboration. It was followed by 62 respondents who said that they focus on teachers in low-income and crisis-affected contexts as professionals, learners, and individuals. It implies that professional growth in the field of teaching is very important to improve the teaching and learning process. Furthermore, seminar workshops on demo-teaching, trainings and LAC sessions can help to address the problems encountered in classroom observation by the teachers as meaningful professional development.

The table above the 1st rank was “provide meaningful professional development” while the last rank was indicator 4 “Encourage Journaling and Reflecting”. This means that the teacher must attend trainings and seminars to improve their teaching skills in different areas of classroom observations. Also, establish collaborative reflection that shared vision on how to have an effective teaching and learning process during the classroom observation.

Intervention Program for Classroom Observation

Once done in gathering of data and being organized, analyzed and interpreted accordingly and meaningfully, the researcher recommends to make the implementation of Instructional Supervisory Program that can be found in Appendix A of this study. Generally, such intervention program can address the

gaps encountered before, during and after classroom observation. Specifically, it is a great help to the school heads to provide supervision to their fellow teachers in the classroom observation.

Conclusion

Based on the findings of the study, the researcher concludes that the variables had no significant differences. Hence, the null hypothesis that there was no significant difference on the assessment made by two groups of respondents on the level of preparedness of teachers in performing their teaching tasks before, during, and after classroom observation.

Upon the completion of the findings and conclusions of the current undertaking, the researcher offers the recommendations as follows: (1) The district supervisor and school principal are welcome to implement the researcher's suggestions. If possible, they may conduct a technical assessment and evaluate the professional development of teachers and highlight these to provide other resources for teachers. (2) The principal offers a seminar workshops, trainings, LAC sessions and instructional supervisory on doing classroom teachings. (3) The school heads always observe and provide coaching and mentoring after the classroom observation of the teachers. (4) The teacher may use the classroom observation tools to perform well in the teaching and learning process. They may develop strategies and dynamic used of demo-teaching to improved teaching and learning process towards quality education.(5)The future researcher, if possible they may explore classroom teaching programs with other districts, division or other countries to provide international exposures which they can relay to their colleagues at the same time it will help their professional growth connecting with the other educators around the world.

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