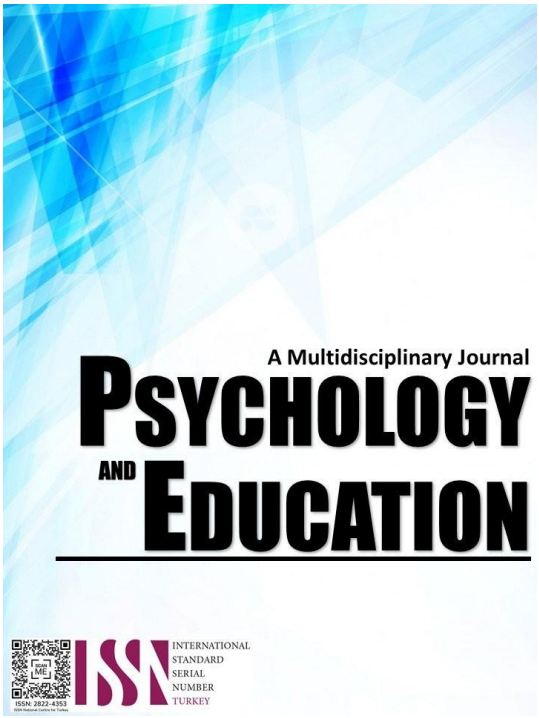
EFFECTIVENESS OF TEACHERS' CLASSROOM OBSERVATION IN DUMANJUG DISTRICT II



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Research Article

Effectiveness of Teachers' Classroom Observation in Dumanjug District II

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Abstract

Classroom observation is a central component of instructional supervision and professional growth. In the Philippines, it is implemented through the Department of Education's Results-Based Performance Management System (RPMS) aligned with the Philippine Professional Standards for Teachers (PPST), aimed at improving teaching quality and fostering reflective practice. This study investigated the effectiveness of classroom observation and the challenges faced by public elementary school teachers in Dumanjug District II during the 2024–2025 school year. A total of 36 teachers participated in the study, selected through purposive sampling. Data were collected using a structured Likert-scale questionnaire and analyzed through Pearson correlation and Analysis of Variance (ANOVA). Results showed strong agreement among teachers on the importance of post-observation feedback, particularly when delivered through reflective discussions. This feedback was regarded as crucial for improving instructional practices. Teachers also reported that the use of Information and Communication Technology (ICT) during classroom observations contributed to creating more engaging and student-centered learning environments. Despite these benefits, the study revealed several key challenges. These included the need for continuous professional development, the delivery of constructive feedback, and the difficulty in selecting appropriate teaching strategies. All were consistently identified as significant by the respondents. Statistical analysis revealed a moderate positive and statistically significant correlation between the perceived effectiveness of classroom observation and the challenges encountered ($r = 0.402$, $p = 0.015$), suggesting that greater challenges may drive more meaningful professional learning. The ANOVA results ($F = 2.829$, $p = 0.073$) showed no statistically significant differences in perceived effectiveness among the three schools, though slight variations were noted. The study concludes that while classroom observation presents challenges, these can be harnessed to support teacher development. School leaders are encouraged to strengthen feedback mechanisms and provide targeted support to enhance both teaching quality and student outcomes.

Keywords: *classroom observation, teacher perceptions, professional development*

Introduction

Classroom observation is a routine and regular part of teaching. During a teacher's professional career, these types of observations occur regularly-either as formal appraisals or regular administrative check-ins. Constructively framed, classroom observations provide opportunities for reflective feedback on teaching practice, professional development, and building on the strengths already possessed. Classroom observation is a provision under the Philippine Professional Standards for Teachers–Results-Based Performance Management System (PPST-RPMS). Its use has become more systematic and objective since it is a crucial component in mentoring, coaching, performance evaluation, and assessment. It aids in the ongoing professional development of teachers. To this effect, Suparto (2020) reported that employing classroom observation as an approach within academic supervision can improve teaching and learning quality. It also encourages teacher reflection and makes them more sensitized to their own instructional practices.

Moreover, it provides tangible proof of a teacher's true performance, not just their strengths, but also the areas in which they need to improve (Revised Results-Based Performance Management System Manual, 2018). As per Riego de Dios (2020), the respondents attested that all the work value indicators are necessary. To ascertain efficaciously the classroom practices and identify both strengths and areas that need to be improved, a classroom observation instrument was designed from the enhanced professional standards. This instrument is meant to develop professional development programs that pinpoint the precise needs of teachers directly. The Department of Education or DepEd has highlighted the need to continue regular classroom observations to provide quality basic education to all learners. DepEd recognizes the role that teachers play in improving the overall teaching and learning process. Through classroom observation as a means of gauging different facets of instruction, teachers can enhance their performance—a prerequisite to attaining educational excellence.

In order to comprehend the effectiveness of teachers and address the issues they encounter during classroom observation, the researcher highlights the significance of giving importance to these observations so that teachers can become better performers and facilitate more efficient and effective learning. The purpose of this study is to investigate how the best practices by teachers are performed through observation in the classroom.

Research Questions

This study sought to identify the significance of classroom observations in Dumanjug District II for school year 2024–2025 and to create a pertinent action plan therewith. The present study centered on answering the following main questions:

1. What is the demographic profile of the respondents in terms of:

1.1 age;
1.2 gender;
1.3 grade level they teach;
1.4 current teaching position; and
1.5 highest academic qualification attained?

2. How do teachers perceive the efficacy of classroom observation?
3. What are notable challenges experienced by teachers during classroom observations?
4. Are there significant differences in the perception of the effectiveness of classroom observation across the three schools chosen?
5. Is there a significant correlation between classroom observation effectiveness perceived and challenges encountered?
6. What is the action plan that can be developed based on the findings of this study?

Literature Review

This study is informed by a number of theory frameworks such as the Classroom Observation Theory, Piaget's Constructivist Theory, and Bronfenbrenner's Bio-ecological Systems Theory.

As this study focuses on classroom observation and its impact on teacher performance as perceived, the Classroom Observation Theory provides a good central framework for this kind of study. De Abreu and Interpeler (2015) pointed out that classroom behavior is an important checkpoint along the learning journey since it gives an indication of how much has been learned. This behavior identifies what progress has been achieved and what still requires attention, and serves as an indication of success in achieving educational targets. Teachers' behaviors can be improved incrementally using classroom observation tools. Observations by school heads or administrators give useful information that aids in identifying strengths and areas of need—such as the learning environment, student engagement, quality of teaching, and delivery of the curriculum. Such information aids in helping teachers respond to their professional needs, ultimately leading to the provision of quality education.

The second theory that supports this research is the constructivist theory of learning. Constructivism says that students create their knowledge by actively constructing meanings from the information they learn. It's significant to note that understanding is highly related to learning, which means the nature of the information to be taught must be considered. Therefore, teachers must involve students in actively constructing knowledge and creating new concepts from what they already know. Hence, constructivism is a fundamental learning theory that is particularly applicable to teaching and learning.

This study, which is centered on both administrator and teacher roles, fits quite well with Urie Bronfenbrenner's Bio-ecological Systems Theory. Bronfenbrenner (1986), as cited by Guy-Evans (2020), proposes that children are developed within the complex structures of their constantly shifting surroundings. He defines five levels of interaction within the bio-ecological system: micro-, meso-, exo-, macro-, and chronosystem, which include family, community, school, peers, organizations, government, culture, and time influences. The fourth indicator of the standardized classroom observation tool highlights the generation of safe and secure learning environments in support of the belief that the immediate environment is central to supporting learning. Bronfenbrenner's theory emphasizes that learning occurs in children through interaction with their physical as well as social environments. Thus, the greater the involvement of children with their parents in the learning process, the better the chances for success. Hence, conceptualizing the ecology of children's worlds involves examining the interactions among teachers, learners, the activities they engage in, and the social as well as physical environment.

Observations in the classroom by school principals or administrators are one of the most common ways of judging teachers (Brandt et al., 2007). Formal or informal assessment of teaching in a classroom or other type of educational environment is what this form of observation entails (Dela Cruz, 2019). Classroom observations are therefore a prevalent way of judging teachers, albeit the method and scope can differ greatly. These are usually done by school principals or administrators, fellow educators, or instructional specialists and serve the purpose of providing teachers with positive and constructive feedback to improve their teaching methodology and classroom management. Indeed, frequent classroom observation by school administrators are a critical component of recurring career performance assessments for teachers.

For teachers, observing the interactions between teachers and students in the classroom is crucial, as it can reveal the learning opportunities available to students. Additionally, classroom observations promote collaboration among colleagues, helping to enhance teaching practices and student outcomes. The feedback gathered from these observations provides valuable insights for teachers regarding their classroom behavior (Halim, Wahid, and Halim, 2020).

Several tools are employed to ensure efficient collection of data, some of which are also employed in study, including classroom observation schedules and stalling observation schedules. These tools enable teachers to initiate change, obtain valuable insight, and produce tangible evidence by gathering data under real-life classroom conditions. Through this process, education is ultimately improved and deeper understanding is achieved. A teacher might ask a master teacher, head teacher, or school principal to visit his or her class. No matter whether they are experienced or new teachers, all parties can have a post-observation conference to exchange views and learn from each other (Caratiquit and Pablo, 2021). Teachers and school principals are receiving continuous training to help

schools adjust to emerging trends in 21st-century education better. Such developments, especially in providing high-quality education, shape the competency and performance standards of teachers.

As stated by the Department of Education (2015), there is a need for organizational goals to be directly related to how employee performance is measured. Indicators of performance are important in assessing the degree to which individual work contributes to overall institutional goals. In the Philippines, teachers are key to educational reform and academic success, as noted in the 2018 Results-Based Performance Management System (RPMS) Manual. The teachers are at the center of learning change, so their role is critical to helping improve learning outcomes. To facilitate this, the Department of Education has embraced the Classroom Observation Tool (COT) for use in classroom assessments in the new normal. This instrument has nine exact indicators that evaluate aspects like content knowledge integration, literacy and numeracy strategies of teaching, building critical and creative thinking, classroom management, student behavior strategies, inclusive and responsive teaching practices, lesson planning aligned to the curriculum, appropriate utilization of instructional resources including technology, and proper application of assessment.

The COT aims to be simple and specific, and emphasize well-defined behaviors, eliminating as much as possible subjective interpretation. Two forms are utilized based on teacher classification: one for Teachers I-III, who are Proficient, and the other for Master Teachers I-IV, who are Highly Proficient. Both versions have indicators that reflect competencies at their levels in accordance with the Philippine Professional Standards for Teachers (PPST). Teachers I-III are assessed based on nine indicators, and Master Teachers are based on five (RPMS Manual, 2018).

In addition, the process of observation is coordinated in advance between teachers and observers to make sure that there are clear expectations and proper preparation. Ghavifekr, Husain, Rosden, and Hamat (2019) highlight that the structured observation process is crucial and involves planning, observation in class, and post-observation conversation. Classroom observation is an effective tool to increase transparency of teaching practices and provides useful feedback to assist teachers to better their classroom and instructional methods. For school administrators, the technique has various functions: it assists in decision-making on teachers to retain or dismiss, it helps in determining who requires professional development, and aids in general improvement in teaching quality (Little, Goe, and Bell, 2009). Observations are the most powerful method for assessing teaching since they enable administrators to witness directly classroom interactions. This is consistent with the PPST-RPMS approach, which now gives both evaluation and mentorship a more structured and objective foundation.

The standard classroom observation instrument is defined in Barrogo's (2020) research as a material that assists instructors in measuring their performance and preparing for betterment, finally improving their teaching and preparation competencies. Barrogo (2020) also underscored that the purpose of the standardized classroom observation is not to overburden teachers but to help them plan their process of teaching and learning, among other things in their professional lives. Therefore, classroom observation is mandated for all public school teachers as a means of reviewing their teaching practices and abilities. The Department of Education requires this process to be done four times in each school year. Usually, the evaluation is performed by a master teacher, principal, or school administrator. The scores and feedback given during the observation are meant to assist teachers and provide opportunities for growth and development.

It was discovered in Nakitare's (2000) work that most of the teachers concurred that constant supervision is essential. There were some supervisors who were friendly and accessible, yet others remained stern and intimidating to the teachers.

Wairimu (2016) found, in his study, that most of the teachers considered head teachers' classroom observations to be effective in improving teaching and student learning. This is different from the findings by (Sibanda et al. 2011), who found, in their study, that, on some occasions, head teachers did not conduct post-observation discussions with teachers. Rather, they only prepared a report for the teachers to endorse. The MoEST (Ministry of Education, Science and Technology, Kenya) quality assurance and standards report (2010) identifies that teachers can be observed in classrooms as a means of evaluating the quality of education. To support this, Prado et al. (2018) established that the majority of teachers felt that evaluation systems were more valuable when observations and feedback were performed more than once annually. In spite of the difficulties in conducting classroom observations, the Department of Education (DepEd) continued to use the COT-RPMS in doing so. The prime intention of classroom observation at DepEd is to "utilize face-to-face observation as a regular method to assess teacher performance, determine areas of need, and provide support for professional development" (DepEd Order #42, s. 2017).

They are applicable in this study as they discuss the effectiveness of classroom observation. They show that teacher performance is assessed and improved by coming up with several teaching strategies while conducting classroom observations.

Methodology

Research Design

The study by Fayo and Hilario (2023) is a descriptive-correlational study conducted in a public elementary school in Aklan, Philippines, during the school year 2021–2022. It involved 43 teachers, making up most of the school's teaching staff. The primary goal of the study was to assess the classroom performance based on standardized observation tools . Teachers' perception of how effective classroom observation is in improving their teaching. Teachers were rated as "outstanding" in their observed classroom performance. This means that according to the observers—who likely used validated tools like those aligned with the Philippine Professional

Standards for Teachers (PPST)—teachers demonstrated strong teaching skills, classroom management, and lesson implementation. This implies that when teachers view classroom observations as supportive and developmental, they are more likely to implement improvements that enhance student learning."

In this study, it utilized a descriptive correlational design, a quantitative approach that enabled the investigation of potential significant relationships among variables, in this case, between teachers' perceptions of classroom observation effectiveness and their performance. More specifically, the researcher wanted to identify whether the dependent variable—teachers' perception of the effectiveness of classroom observation—had a significant relationship with the independent variable, which was the difficulty experienced by teachers during classroom observation. Additionally, to determine whether significant differences existed in these variables across the three identified public elementary schools, the study employed quantitative approaches such as Analysis of Variance (ANOVA). This statistical method allowed the researcher to compare mean scores and assess if variations among the schools were statistically significant, providing deeper insight into contextual factors influencing teacher perceptions and performance.

Instrument

The study was formatted to sought the teachers' views on classroom observation and how difficult it was for them during the process. It had three major parts, each of which aligned with a specific research objective. The initial part collected elementary demographic information from the participants. The second part, based on Barrogo (2020), measured teachers' views towards classroom observation using a 10-item Likert scale from 1 (strongly disagree) to 5 (strongly agree). The third section, based on Shukri's (2014) framework, focused on identifying the difficulties teachers encounter during observations, using 8 items measured on the same scale . Data were collected face-to-face during non-teaching periods, ensuring minimal classroom disruption. Respondents completed the survey in approximately 20–25 minutes. Ethical standards, including informed consent and confidentiality, were strictly followed. The entire data collection process was completed within two weeks, and responses were analyzed using IBM SPSS Statistics.

The study employed a descriptive correlational design, a quantitative method that allowed for the exploration of possible meaningful relationships between variables, in this instance, between teachers' perceptions of classroom observation effectiveness and their challenges. In a more specific scope, the researcher aimed to determine if the dependent variable—teachers' perception of classroom observation effectiveness—had a meaningful relationship with the independent variable, which was the difficulty encountered by teachers while conducting classroom observation.

In order to ascertain the validity of the data collection tools, the researcher utilized a number of validation procedures. To begin with, the rating scales of the questionnaire and observation were content validated by a group of education and classroom supervision experts to establish that the items measured the targeted constructs appropriately. Furthermore, a pilot test with a representative small sample of teachers from the same demographic population was undertaken to determine clarity, relevance, and appropriateness of the questions, resulting in required revisions.

In terms of reliability, the study examine the relationship between the identified variables—specifically teachers' perceptions of classroom observation effectiveness and the difficulties they experienced—Pearson Product-Moment Correlation Coefficient was computed using IBM SPSS Statistics software.

Also, to establish whether there were any significant differences in these variables between the three public elementary schools that had been identified, the study used quantitative methods like Analysis of Variance (ANOVA). This statistical technique enabled the researcher to contrast mean scores and determine whether differences between the schools were statistically significant, resulting in richer insights into contextual factors that impact teacher perceptions and performance.

Procedure

The data gathering process started after the research professor had approved the topic to be proposed. After this, questionnaires for data gathering were prepared as required. A formal letter of appeal was then sent to the District Supervisor of Dumanjug District II requesting permission to carry out the study. After acquiring permission, the researcher personally met with the participating teachers, explained the purposes of the study in clear terms, and highlighted the need to stick to ethical principles. In a scheduled school assembly, questionnaires—each accompanied by an informed consent form to guarantee voluntariness—were distributed to participants. The completed questionnaires were retrieved the next day. A total of 36 public elementary school teachers of Dumanjug District II were involved in the study, and each of them answered the questionnaire personally. The researcher proceeded with proper protocol in counting and tallying the data. Once all responses have been obtained, the data were examined to ascertain the relationships between variables, which formed the groundwork for coming up with the final product of the study.

Data Analysis

This study utilized various statistical tools to analyze the data gathered from the respondents. The methods were selected with caution to correctly interpret descriptive and inferential statistics.

Likert Scale. A Likert scale was used to quantify the level of agreement or disagreement with given statements on the survey. The scale enabled the conversion of qualitative information into quantifiable data, which made it possible to evaluate teacher perception

uniformly.

Frequency and Percentage. The frequency is the number of occurrences of a specific response, and the percentage shows how many times this response happened in relation to the entire number of participants.

Where F is the number of answers to a specific item and N is the number of respondents. This method facilitated easy organization and ranking of answers, which facilitated easy interpretation of data.

Average Weighted Mean. Weighted mean was employed to determine the average score for every item on the Likert scale, considering the frequency of each answer. It is ranked among the most dependable central tendency measures, particularly in dealing with survey data.

Where f is the frequency, X is the rating value, and n is the total number of respondents. This calculation helped determine the overall perception trends of the participants.

Inferential Statistics. To examine correlations among variables, Pearson Correlation was used. This measured whether the teachers' perceptions of the effectiveness of classroom observation were significantly associated with the difficulties they encounter. In addition to this, a One-Way ANOVA was also used to determine if the perceptions of effectiveness for classroom observation varied between the three schools that took part. Both analyses were undertaken using IBM SPSS software for precision and reliability.

Ethical Considerations

Before the study began, participants were extensively informed about the purpose of the study, the procedures to be followed, and their rights, like having the liberty of withdrawal at any time without any repercussions. Written permission was obtained from each participant, and confidentiality was ensured by the use of coded identifiers. All data gathered was kept secure and accessed only by the researcher.. Ethical permission was issued, and the study conformed to academic practice. Participants were kept informed at all times and debriefed upon completion, results being presented respectfully. All information was processed with respect and used only for academic purposes. The researcher also practiced cultural awareness, respecting local ethos in the Dumanjug District II schools.

Results and Discussion

This section presents the findings according to the study's research questions. To compare the mean and find out the significance between variables, Pearson Correlation and One Way Anova was computed using IBM SPSS software.

Respondents' Demographic Profile

The study was conducted with 36 public elementary school teachers from three chosen schools in Dumanjug District II. The respondents were heterogeneously distributed in terms of age, gender, grade level, teaching position, years of service, and educational attainment to ensure diverse teaching experiences. The majority of them had a bachelor's degree, whereas others had completed or pursued graduate studies. The study was done in schools that have regular conduct of classroom observations as part of DepEd's Results-Based Performance Management System (RPMS). These schools were appropriate settings because of their regular supervision practices and availability. A purposive sampling strategy was applied to choose participants. Teachers were included on the basis of their active classroom roles and their direct experience with formal class observations. Before data collection, respondents were provided with explicit instructions to provide reliable and informed responses.

Table 1. *Percentage Distribution of Teachers' Profile by Age*

Age Group	*Frequency*	*Percentage*
25 - 30 years old	14	38.89 %
31 – 40 years old	9	25%
41 – 50 years old	8	22.22%
51 and over	5	13.89%
TOTAL	36	100%

The breakout of respondents by age shows that the highest category is aged between 25 and 30 years, at 38.89% of the entire participants. This is then followed by the category of 31 to 40 years, at 25%, while aged 41 to 50 years constitutes 22.22%. The lowest category, at 13.89%, consists of those over 51 years old. These numbers indicate that the research was mostly composed of people in their middle to early adulthood—an integral life phase often characterized by career progression, higher education, achieving money, self-growth, and having children. This variance in age supports a more diverse and richer view, with insights being gathered from participants at various stages of adulthood.

Table 2. *Percentage Distribution of Teachers' Profile by Sex*

Sex	*Frequency*	*Percentage*
Female	7	19.44 %
Male	29	80.56 %
TOTAL	36	100%

Table 2 provides the gender distribution of respondents. Of the 36 participants who participated in the study, 30 were women, and this was 80.56%, while the remaining 6, which represented 19.44%, were men. It is immediately apparent that women comprised the majority of the participants. The data is an extension of a broader national and international pattern wherein women are the majority of the elementary teaching population of the Philippines. This is one of a series of extended education trends wherein women have historically been central to the encouragement of early learning and the support of foundation education.

Table 3. *Percentage Distribution of Teachers' Profile by Grade Level Handled*

Grade Level Handled	*Frequency*	*Percentage*
Kinder to Grade 3	20	55.56 %
Grade 4 to Grade 6	16	44.45 %
TOTAL	36	100%

The findings show that the majority of the teachers, representing 55.56% of the population, are tasked with teaching the lower grade levels, namely kindergarten to Grade 3. By contrast, a minority—44.45%—has the task of teaching the upper elementary grade levels, from Grade 4 to Grade 6. Field observations during classroom visits revealed that lower-grade teachers center their approaches on establishing the foundation for basic learning skills, whereas higher-grade teachers are oriented toward fulfilling the systematic academic requirements stipulated in the curriculum.

Table 4. *Percentage Distribution of Teachers' Profile by Position*

Position	*Frequency*	*Percentage*
Teacher 1	17	47.22%
Teacher 2	7	19.44%
Teacher 3	11	30.56 %
Master Teacher 1	1	2.78 %
TOTAL	36	100%

It shows that about half of the respondents, or 47.22%, are Teacher I, the most prevalent rank among the participants. It is followed by Teacher III who account for 30.56% of the population, and 19.44% Teacher II. A minority, 2.78%, is Master Teacher 1.These numbers indicate that a considerable portion of participants is already at the entry-level rank within the Philippine public education. Teacher I is generally seen as the threshold of the teaching professional career, where teachers start showing their capabilities, sustaining good performance, and developing their professional expertise.

Table 5. *Percentage Distribution of Teachers' Profile by Years in Service*

Years in Service	*Frequency*	*Percentage*
0 – 5 years	15	41.67%
6– 10 years	8	22.22 %
11-20 years	6	16.67%
21 years above	7	19.44%
TOTAL	36	100%

Table 5 shows that the greatest number of respondents at 41.67% have served in the teaching service for 0 to 5 years. This is followed closely by those serving from 6 to 10 years at 22.22%, while 19.44% have served for 21 years and above. The remaining 16.67% have served for 11 to 20 years. These findings show that a high percentage of participants are novice teachers and can be assisted and guided by more experienced instructors. The majority of such novice teachers will have to undergo professional development activities such as training, mentoring, and continuing education. On the other hand, the veteran teachers play a vital role in maintaining the quality and continuity of the teaching force.

With regards to the highest level of education, 31 teacher-respondents, or 86.11%, possess a bachelor's degree with units toward a master's degree. On the other hand, 5 teacher-respondents, or 13.89% of the sample, have already finished a master's degree. This indicates that most of the teachers are actually seeking graduate studies in order to improve their skills, strengthen their teaching practices, and keep themselves abreast of new trends and innovations in education. Additionally, pursuing advanced degree studies benefits both their professional and personal advancement

Table 6. *Percentage Distribution of Teachers' Profile by Highest Degree Obtained*

Highest Degree Obtained	*Frequency*	*Percentage*
Bachelor's Degree	31	86.11%
Master's Degree	5	13.89 %
Doctor's Degree	0	0.00%
TOTAL	36	100%

Teachers' Perceptions on the Effectiveness of Classroom Observation

This part gives an analysis and interpretation of the collected data on how teachers evaluate the usefulness of classroom observations. The responses were indicated on a Likert scale, pointing to their degree of agreement or disagreement with different specific indicators.

Table 7. *Perception of Teachers on the Effectiveness of Classroom Observation*

Indicators	*Weighted Mean*	*Interpretation*
The classroom observation model has helped to enhance the relationship between teachers and administrators.	4.25	Strongly Agree
The feedback I received during the reflective conversation is/are sufficient.	4.56	Strongly Agree
Compared to the traditional observation model, the level of my anxiety become more with the classroom observation model.	4.11	Agree
Classroom observation leads to improvement of teaching and learning.	4.5	Strongly Agree
I prefer the revised classroom observation tool compare to the traditional evaluation model.	4.22	Strongly Agree
The classroom observation gave me a good understanding of my classroom's culture.	4.12	Agree
The classroom observation helped me to be more knowledgeable with the use of ICT.	4.5	Strongly Agree
Classroom observation helped teachers to grow and improve learners' learning.	4.34	Strongly Agree
The classroom observation is enough to determine the success of the teaching and learning process.	4.10	Agree
I am satisfied of the classroom observation.	4.25	Strongly Agree

Legend: 4.21-5.00- Strongly Agree,3.41-4.20 Agree,2.61-3:40 Neutral ,1.81-2.60 Disagree, 1.00-1.80 Strongly Disagree

Table 7 shows that teachers generally feel confident in managing lesson plans and administrative tasks, with a high mean score of 3.51. However, moderate stress is noted in meeting deadlines without overtime (mean = 3.41) and in having enough time for lesson preparation and grading (mean = 3.00). The overall weighted mean is 3.31, indicating that while teachers manage their workload reasonably well, some still face time-related challenges that may lead to moderate stress or burnout. Improved time management support and resources could help address these concerns.

Darling-Hammond (2013) emphasized the importance of giving immediate feedback following classroom observation, as it enables teachers to assess and hone their teaching practices. This reflective activity can entail reflection on past lessons, a process termed reflection on action (Schön, 1983), or anticipating and enhancing future lessons, referred to as reflection for action (van der Linden & McKenney, 2020).Teachers, though, might not always realize the most crucial aspects of teaching while reflecting, so the existence of an expert mentor or peer is imperative to aid in directing attention to crucial facets of the teaching-learning process (Gelfuso & Dennis, 2014; Sherin & van Es, 2009).

Moreover, the classroom observation was helpful in reinforcing my knowledge of the utilization of ICT in teaching, where there was an extensive agreement from the respondents with a weighted mean of 4.5, which shows wide approval. ICT-based learning-classroom observations are likely to be quite different from conventional classrooms, where the teacher is fully in command. Maximizing the potential of ICT tools can enhance the teaching and learning process in creating a more student-empowered learning environment under the teacher's facilitation.

Finally, classroom observation contributes to the enhancement of both teaching and learning, as reflected in a weighted mean of 4.5. Studies indicate that the relationship between learning and teaching is complex, and classroom observation is only one of the methods to study this relationship. Teachers are also motivated to reflect on their teaching and student improvement in learning. Preparing video lessons can be a powerful means by which teachers critically examine their practices, engage in cooperation with their colleagues, and facilitate idea exchanges in order to refine their teaching processes.

Challenges Faced by Teachers in Classroom Observation

This part presents an interpretation and analysis of the information on problems encountered by teachers during class observation. The respondents were requested to state their level of agreement or otherwise with different specific statements on a Likert scale.

Table 8. *Challenges faced by teachers during classroom observation*

Indicators	*Weighted Mean*	*Interpretation*
Having an understanding of the evaluation criteria.	4.44	Strongly Agree
Considering pre and post observation. meetings.	4.44	Strongly Agree
Observation feedback should be clearly explained.	4.42	Strongly Agree
Knowing the appropriate teaching practices	4.50	Strongly Agree
Having an adequate understanding of the subject being taught.	4.34	Strongly Agree
Providing the positive and negative feedback.	4.53	Strongly Agree
Reflecting on her own teaching process.	4.42	Strongly Agree
Requiring trainings to keep professional in teaching	4.58	Strongly Agree

Legend : 4.21-5.00- Strongly Agree,3.41-4.20 Agree,2.61-3:40 Neutral ,1.81-2.60 Disagree, 1.00-1.80 Strongly Disagree

Table 8 illustrates statistics on teacher challenges while being observed in the classroom, revealing that such teachers experience many difficulties in the process. Out of the different challenges, professional training to preserve teaching effectiveness was the most challenging one, with a weighted mean of 4.58, which falls under the category of "Strongly Agree." Since most respondents are comparatively new to the teaching profession, it emphasizes how crucial professional development in teaching is. It helps maintain teachers' expertise on updates in educational practices, technology, and the heterogeneity of students. Ongoing learning and development are essential for ensuring high standards of teaching excellence and creating a culture of improvement that serves both the teachers and their students.

In addition, the evidence supports that providing both positive and negative feedback after observing classrooms remains a main issue for teachers, with a weighted mean of 4.53. Receiving such feedback is a valuable part of professional development. Not only does it confirm what works in education but also identifies where improvement is required so that teachers can hone their teaching skills and ultimately produce better results.

Lastly, the majority of the respondents also concurred that proper identification of teaching practices is a major issue, with a weighted mean of 4.5. Effective teaching approaches can prove challenging to determine, as it requires reconciling curriculum expectations, addressing student needs, and adjusting to changing instructional methods, often in the absence of explicit or consistent guidance. Emerged from the center of effective teaching are the knowledge and skills that a teacher uses to respond to the cognitive needs of the classroom. According to Anthony and Walshaw (2007), a teacher's behavior in the class is deeply shaped by his or her beliefs, knowledge, and comprehension of student learning of mathematics. Effective teachers are people who not only intend to get through to students but also manage to do so effectively (Jaworski, 2004).

Descriptive Statistics

Table 9. *Test of Significant Difference between Effectiveness of Classroom Observation in 3 Identified schools in Dumanjug District II*

	N	*Mean*	*Std. Deviation*	*Std. Error*	*95% Confidence Interval for Mean*		*Minimum*	*Maximum*
					Lower Bound	*Upper Bound*		
School A	13	4.0308	.42108	.11679	3.7763	4.2852	3.00	4.60
School B	16	4.3125	.53276	.13319	4.0286	4.5964	3.40	5.00
School C	7	3.8714	.17995	.06801	3.7050	4.0379	3.60	4.10
Total	36	4.1250	.46927	.07821	3.9662	4.2838	3.00	5.00

Table 9 presents the descriptive statistics for perceived effectiveness of classroom observation across three schools. School B had the highest mean score (M = 4.31, SD = 0.53), followed by School A (M = 4.03, SD = 0.42), and School C (M = 3.87, SD = 0.18). The overall mean across all schools was 4.13 (SD = 0.47). The 95% confidence intervals indicate the estimated range in which the true population means lie for each group.

Table 10. ANOVA

	Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Between Groups	1.128	3	.564	2.829	.073
Within Groups	6.579	33	.199		
Total	7.708	36			

Legend: The Sum of Squares shows how much variation there is in the data. Between Groups: Variation due to differences between the schools. Within Groups: Variation within each school (error). Total: Overall variation in all responses. df (Degrees of Freedom) refers to the number of values that can vary when calculating statistic. Mean Square is found by dividing the Sum of Squares by the degrees of freedom. F is the test statistic that shows whether the group means are significantly different. Sig. is the p-value, which tells us if the result is statistically significant.

An ANOVA was conducted to analyze whether there were significant statistical differences in the average perceived efficacy of classroom observations between School A, School B and School C in the public elementary schools in Dumanjug District II. The between-group sum of squares was 1.128, which showed some variation across the schools, whereas the within-group sum of squares was 6.579, showing variability with each school.

The F-value of 2.829 that results is the ratio of the between-schools variance to the within-schools variance. Since the p-value of 0.073 is higher than the 0.05 significance value, the outcome is not statistically significant but gets close to that level. This means there is no strong evidence that the perceived effectiveness of classroom observation differs between the schools.

In addition, this would mean that despite the fact that School B had a slightly higher average rating, the variation is not as robust as to ascertain a considerable difference from the other institutions. Nevertheless, such findings can still be helpful in determining potential areas to improve.

The correlation analysis in this study found a Pearson correlation coefficient of 0.402 between the effectiveness of classroom observation and the challenges teachers face, with a p-value of 0.015. Since the p-value is below 0.05, the result is considered

This moderate positive relationship indicates that as the difficulties teachers have in classroom observations are greater, so does their

belief in the usefulness of the observations grow. That is, teachers with greater difficulties hold higher opinions regarding classroom observations contributing to their professional development.

Table 11. *Test of Significant Difference between Effectiveness of Classroom Observation and Challenges Faced by Teachers*

		Effectiveness of Classroom Observation	*Challenges*
Effectiveness of Classroom Observation	Pearson Correlation	1	.402*
	Sig. (2-tailed)		.015
	N	36	36
Challenges	Pearson Correlation	.402*	1
	Sig. (2-tailed)	.015	
	N	36	36

**. Correlation is significant at the 0.05 level (2-tailed).*

The close relationship between classroom observation effectiveness and the difficulties teachers face implies that these difficulties are not just obstacles but essential aspects of professional development. If well supported, they can foster greater reflection, enhance the methods of teaching, and ultimately result in improved student learning. Therefore, school administrators ought to take precedence in identifying not only challenges in classroom observation but also exploiting them as possibilities in driving meaningful teacher development through feedback, coaching, and continuous learning.

Conclusions

The study results confirm that classroom observation in a standardized manner, when well implemented, is a useful technique for enriching teaching practice instead of putting pressure on teachers. Teachers acknowledge its main function as a strategy to enhance the teaching-learning process, enhance professional reflection, and lead them towards perpetual instructional improvement. The research emphasized that instructors are aided by explicit, actionable feedback, which can make them fortify their instruction strategies and more effectively address the needs of their students.

Additionally, the strong correlation between teachers' perception of effective observation and teachers' actual classroom practice emphasizes the necessity of building a positive observation culture in schools. Teachers will respond more readily to constructive professional development when they receive prompt, supportive feedback on observations, as Darling-Hammond (2013) highlights. The findings suggest that observation in the classroom, when conceptualized as a developmental rather than an evaluative process, has a positive impact on teacher quality and instructional practice.

For this reason, school administrators and master teachers should continue to develop observation practice through purpose clarity, implementation consistency, and feedback facilitating reflection and innovation. This not only supports teacher confidence but also enhances the broad objective of enhancing student outcomes in public primary schools.

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