



Effectiveness of Classroom Observation on Teachers' Performance

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Abstract

The study determined the effectiveness of classroom observation on teachers' performance. The descriptive correlational research design was used. The respondents of the study were forty-three (43) teachers from a population of forty-nine (49) in a public elementary school in Aklan, School Year 2021-2022. Majority of the respondents' age ranged from 31-40 years old, most of whom were females, majority were Teacher I and master's degree holders. The biggest number had been in service for five years, taught ESP, MAPEH, English, Araling Panlipunan, Filipino, Mathematics and Mother Tongue. A survey questionnaire was used to gather data on the personal profile of the teachers, classroom performance based on the instrument developed by the Philippine National Research Center for Teacher Quality, and effectiveness of classroom observation as perceived by the teachers themselves. Findings of the study revealed that the overall classroom performance of the teachers was outstanding. They perceived classroom observation as a very effective strategy to enhance classroom performance. Age and level of ICT literacy were significantly correlated to classroom performance of teachers. On the other hand, age, teaching position and level of ICT literacy significantly were correlated to perceived effectiveness of classroom observation. There was a significant relationship between perceived effectiveness of classroom observation and classroom performance. Hence, the more effective perceived classroom observation, the higher classroom performance.

Keywords: *Effectiveness, Classroom Observation, Teachers' Performance*

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Introduction

For making teaching and learning more visible, classroom observation plays a central role. It provides teachers with constructive critical feedback in order to improve their classroom management and instructional techniques. For teachers it is important to observe the interaction between teacher-learner within the classroom because it can determine the learning opportunities that students get. Feedback from classroom observations is an effective way for providing teachers with the information they need about their classroom behavior, and it can help them in their continuous professional development (Shanjida et al., 2018).

An implementation in Department of Education that includes teacher welfare and training needs which may be measured via teacher classroom observation wherein a classroom observation is a tool that help teachers determine their strengths and weaknesses in teaching. Classroom observation raters include the Head Teacher, Master Teacher, and principal. However, the COVID-19 pandemic has brought an unprecedented change in the life of everyone, especially in the education sector. Whereas, the usual classroom observation has converted and be done through recorded of video lessons presentation because of restriction of face-to-face classes a midst pandemic.

Recently, with compliance of necessary documents and permits, the schools were permitted to operate and manage limited face-to-face classes until such time that all schools both in private and public were eventually opened for full blast of face- to- face classes approach inside the classroom as ordered by the government because of no high risk and cases of COVID-19 in the country. Moreover, an actual classroom observation could be done again formally inside the classroom wherein it is the basic part of the Means of Verification (MOVs) in Portfolio of Result-Based Performance Management System (RPMS) of every public-school teacher.

Meanwhile, others thought of standardized classroom observation was made to add the burden to the teachers. On the contrary, it helps them in planning their teaching-learning process and empower teachers to reflect on their own teaching and identify pedagogical needs and initiate innovation for the benefit of the learners. Therefore, these ideas motivated the researcher to conduct study in order to explore and know the effect of classroom observation on teaching performance.

Methodology

The descriptive correlational research design was used. The respondents of the study were forty-three (43) teachers from a population of forty-nine (49) in a public elementary school in Aklan, SY 2021-2022.

A survey questionnaire was used to gather data on the personal profile of the teachers, classroom performance based on the instrument developed by the Philippine National Research Center for Teacher Quality, and effectiveness of classroom observation as perceived by the teachers themselves.

The researcher reproduced questionnaires and distributed to the respondents. These instruments employed were the self-administered survey questionnaires in which respondents rightfully oriented regarding the research wherein the researcher was permitted to administer the survey questionnaires to the respondents. The data gathered were tabulated and analyzed, descriptive statistics were frequency counts, percentage, mean and Pearson r .

Findings

Findings of the study revealed that majority of the respondents' age ranged from 31-40 years old, most of whom were females, majority were Teacher I and master's degree holders. The biggest number had been in service for five years, taught ESP, MAPEH, English, Araling Panlipunan, Filipino, Mathematics and Mother Tongue. The overall classroom performance of the teachers was outstanding. They perceived classroom observation as a very effective strategy to enhance classroom performance. Age and level of ICT literacy were significantly correlated to classroom performance of teachers. On the other hand, age, teaching position and level of ICT literacy significantly were correlated to perceived effectiveness of classroom observation.

There was a significant relationship between perceived effectiveness of classroom observation and classroom performance. Hence, the more effective was the perceived effect of classroom observation, the higher was the classroom performance. The implication of this study was that teachers who perceived classroom observation as very effective also excelled in the classroom.

Conclusion

In terms of their Level of ICT Proficiency, that most of the teachers is in level 2 which is they are capable in Basic Computing and Application wherein teachers use computers to record

grades, calculate averages, manage attendance and access data and forms related in the school works. As a result, the more ICT proficient the teachers, the more they see classroom observation to be effective. The Outstanding results in the performance of the teachers in classroom observation shows how well the teachers in their performance. This implies that teachers undergone classroom observation can perform well not only during the observation but also in their daily routine in teaching as they can apply their learning and experiences from the observation which rater can modify the strength and weakness and help them to strategize and improve their teaching skills through feedback and suggestions.

The effectiveness of classroom observation perceived by teachers is “Very Effective” as it helped to enhance their relationship with administrators, through reflective feedbacks, likewise maximized different technique and strategies in their daily teaching routine. There is no significant relationship between the Personal Profile of the Teachers and their Performance in Classroom Observation. Teachers are Outstanding on their Performance in Classroom observation regardless with their personal profile or background that conducting and using the classroom observation tool was mainly for the improvement of the teaching-learning process and teachers feel more confident after the post conferences because their strong points are being appreciated by their school heads. There is no significant relationship between the socio demographic profile of the teachers and their level of teaching performance. Teachers have different abilities and strategies in using useful and meaningful teaching materials which can be attain through classroom observation as they will modify their teaching strengths and weaknesses as a classroom teacher. The teachers performed outstanding in the classroom observation, will also increase the level of teaching performance and become very effective teacher in classroom observation. The more they performed well in classroom observation, the more effective teacher can be.

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