

Perception of Teachers in the Use of Classroom Observation Tool (COT) and their Performance in Times of Pandemic

MARLYN D. HAMTIG

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

marlyn.hamtig@deped.gov.ph

Abstract—The study aimed to evaluate the teachers' perception in the use of classroom observation Tool (COT) and the performance of teachers in times of pandemic. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used survey questionnaire on teachers' perception on Standardized Classroom Observation Tool (COT) and the result of teacher evaluation using the Individual Performance Commitment and Review Form (IPCRF). Standard Deviation, Weighted Mean and Spearman's correlations were the statistical tools used. The data revealed a very satisfactory perception of teachers on classroom observation using the classroom observation tool while outstanding performance of teachers along the five key result areas as reflected on IPCRF-RPMS. Moreover, the data shows a negative correlation between the perceived classroom observation using the classroom observation tool and performance of teachers. Although the correlation is weak, the relationship is significant. Thus, this study revealed that there is a significant relationship between the perceived classroom observation using the classroom observation tool and performance of teachers in the Individual Performance Commitment and Review Form (IPCRF).

Keywords — *Perception, Teachers, Use, Classroom Observation Tool, Performance, Times of Pandemic*

I. Introduction

The demand for teaching and learning has changed for School Year 2020-2021 because of the impact of COVID-19. Education institutions, including the Department of Education (DepEd), shifted focus to delivering education remotely through various distance learning delivery modalities (DLDMs). The current efforts of the Department, its schools and workforce, are towards developing learning resources and upskilling and retooling teachers to support the DLDMs adopted by schools. As the learning delivery changes, so do the duties of teachers to their learners and the performance expected of them. The expectations of teachers must be captured in their performance assessment through a more contextualized Results-Based Performance Management System (RPMS) (DM-PHROD-2021-0010).

The modifications in RPMS, its tools, processes, and protocols, for SY 2020-2021 captures the DepEd current system that governs teachers' functions. The selected RPMS objectives aim to assist teachers to adapt and/or respond more quickly and effectively to emerging circumstances associated with the challenges brought by the pandemic (DM-PHROD-2021-0010).

As part of the RPMS-related measures for school-based personnel considering the COVID-19 situations, teachers are observed twice within the school. The rater will use the Classroom Observation Tools (COT) on rating the teachers based on their performance. Classroom observations are part of every classroom setting. Observations continue throughout a teacher's career, whether they are part of supervision or routine monitoring by administrators. Providing a positive critical framework for evaluating one's practice, improving skills, and developing strengths can be considered as advantages of conducting classroom observation. At worst, they can create stress and test the confidence of the one being observed. Since beginners may not be well-informed about new techniques, approaches in the complex characteristics of learning and teaching, classroom observation can serve as a training approach and support service for teachers employing systematic cycles of planning, observation, and intensive analysis of actual teaching performances (Barrogo, 2020).

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

In order to effectively implement the new learning delivery modality, the school heads and master teachers are required to conduct classroom observations to teachers to make sure that they are in the right path of their work during this time of pandemic. Through the classroom observations, teachers were given the appropriate technical assistance to improve their teaching performance so as to improve the performance of their pupils. With the new process of conducting classroom observations, it cannot be denied that teachers find difficulty in accomplishing such. Thus, this study is formulated in order to determine the teachers' perception on classroom observation using the Classroom Observation Tool (COT) on Results-Based Performance Management System (RPMS) in improving their teaching performance. A proposed training plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study evaluates the teachers' perception in the use of classroom observation Tool (COT) and the performance of teachers in times of pandemic in Lemon-San Joaquin Elementary School and Pinamopoan Elementary School, Capoocan II District, Leyte Division SY 2020-2021. A proposed training plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the teachers' perception on classroom observation using the Classroom Observation Tool (COT) on Results-Based Performance Management System (RPMS)?
2. What is the level of teaching performance of teachers using the RPMS -Individual Performance Commitment and Review Form (IPCRF)?
3. Is there a significant relationship between the teachers' perception on classroom observation using the Classroom Observation Tool (COT) on Results-Based Performance Management System (RPMS) and Individual Performance Commitment and Review Form (IPCRF)?
4. What training plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational research design to evaluate the teachers' perception in the use of classroom observation Tool (COT) and the performance of teachers in times of pandemic. Lemon-San Joaquin Elementary School and Pinamopoan Central School, Capoocan II District, Leyte Division are the main locale of the study. The forty (40) teachers in the said locale are the main respondents of the study and a survey questionnaire on teachers' perception on Standardized Classroom Observation Tool (COT). The questionnaire was adopted from the research of Wairimu (2016) that studied the teachers' perception of classroom observation and checking of pupil's exercise books in Kenya and the result of teacher evaluation using the Individual Performance Commitment and Review Form (IPCRF). This research focused in evaluating the teachers' perception on classroom observation using the Classroom Observation Tool (COT) and level of teaching performance and its relationship. A Proposed Training Plan based on the findings of the study is the output.

Sampling. There are 40 teachers involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the school meeting.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Principals was secured before the actual gathering of data. Validation of the instruments through

the School Head and District Supervisor was sought. Orientation of the participants and administration of the questionnaire was done through face-to-face. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principals. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. The Standard Deviation and Weighted Mean were employed to evaluates the teachers' perception on classroom observation using the Classroom Observation Tool (COT) and level of teaching performance. Spearman rho was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Perception of Teachers on Classroom Observation using the Classroom Observation Tool (COT)

| | Indicators of Results-Based Performance Management System (RPMS) | Mean | S.D. | Description | Interpretation |
|---|--------------------------------------------------------------------------------------------------------------------------|------|------|-------------|-------------------|
| 1 | The classroom observation model has helped to enhance the relationship between teachers and administrators. | 4.34 | .73 | Agree | Very Satisfactory |
| 2 | The feedback I received during the reflective conversation is/are sufficient. | 4.29 | .75 | Agree | Very Satisfactory |
| 3 | Compared to the traditional observation model, the level of my anxiety become more with the classroom observation model. | 3.32 | 1.01 | Agree | Very Satisfactory |
| 4 | Classroom observation tool leads to improvement of teaching and learning. | 4.41 | .77 | Agree | Very Satisfactory |
| 5 | I prefer the revised classroom observation tool compared to the traditional evaluation model. | 4.05 | .80 | Agree | Very Satisfactory |

| | | | | | |
|----|---------------------------------------------------------------------------------------------------------|-------------|------------|--------------|--------------------------|
| 6 | The classroom observation tool gave me a good understanding of my classroom's culture. | 4.22 | .61 | Agree | Very Satisfactory |
| 7 | The classroom observation tool helped me to be more knowledgeable with the use of ICT. | 4.27 | .67 | Agree | Very Satisfactory |
| 8 | The classroom observation tool helped teachers to grow and improve learners' learning | 4.29 | .75 | Agree | Very Satisfactory |
| 9 | The classroom observation tool is enough to determine the success of the teaching and learning process. | 4.00 | .74 | Agree | Very Satisfactory |
| 10 | I am satisfied of the classroom observation tool. | 4.13 | .69 | Agree | Very Satisfactory |
| | Overall Perception of the RPMS | 4.13 | .48 | Agree | Very Satisfactory |

Table 1 presents the perception of teachers on classroom observation using the classroom observation tool. It was revealed on the table that the perception of teachers on classroom observation using the classroom observation tool has an overall mean of 4.13 with standard deviation of .48 which is interpreted as very satisfactory. This means that teachers agree that the classroom observation help them improve their teaching-learning process through the feedback given by the observer using the classroom observation tools. This implies that teachers' teaching capabilities and performance is measured through classroom observation. This is an avenue for them to improve their performance and that of the pupils.

Moreover, the table shows the indicator with the highest mean of 4.41 which states that teachers agree that classroom observation tool leads to improvement of teaching and learning. On the other hand, the indicator which shows the lowest mean of 4.00 states that classroom observation tool is enough to determine the success of the teaching and learning process. This means classroom observation presents an opportunity to see real-life teachers in real-life teaching situation which aid in improving teaching process. This implies that through the classroom observation, teachers are encourage to reflect and develop self-awareness about their practice and provides evidence of actual teacher performance, their strengths, and areas of improvement.

Table 2
Performance of Teachers along the Five (5) Key Result Areas as Reflected in the IPCRF

| KRA | KEY RESULT AREAS | Mean | S.D. | Interpretation |
|------------|-----------------------------------------------------------------------------------------------|-------------|-------------|-----------------------|
| KRA1 | Content Knowledge and Pedagogy | 4.80 | .40 | Outstanding |
| KRA2 | Diversity of Learners & Assessment and Reporting | 4.76 | .43 | Outstanding |
| KRA3 | Curriculum and Planning | 4.68 | .47 | Outstanding |
| KRA4 | Community Linkages and Professional Engagement & Personal Growth and Professional Development | 4.29 | .46 | Very Satisfactory |
| KRA5 | Plus Factor | 4.88 | .33 | Outstanding |
| | Overall Performance | 4.67 | .24 | Outstanding |

Table 2 presents the performance of teachers along the five key result areas as reflected in the Individual Performance and Commitment Review Form (IPCRF). It was revealed on the table that the overall performance of teachers is 4.67 with standard deviation of .24 which is interpreted as outstanding. This means that teachers are performing excellently in the different areas of their teaching careers. This implies that teachers are doing their tasks and they are aware of their roles and responsibilities. Teachers know and value their teaching to achieve competence, improved student learning outcomes and eventually provide quality education to the learners.

Table 3
Spearman's Correlations Between Perceived Classroom Observation Using the Classroom Observation Tool (COT) and Performance of Teachers in the IPCR Form (n=40)

| Spearman's Correlation | Interpretation | p-value |
|-------------------------------|-----------------------|----------------|
| -0.325 | Weak Negative | 0.038* |

* Significant

Table 3 presents the Spearman's correlation between the perceived classroom observation using the classroom observation tool and performance of teachers in the Individual Performance Commitment and Review Form (IPCRF). It was revealed on the table that the Spearman's correlation has a value of -0.325 which is interpreted as weak negative, so null hypothesis is rejected. The p value of 0.038 shows a significant relationship between the perceived classroom

observation using the classroom observation tool and performance of teachers. The negative correlation means that the higher the perceived scores, the lower the performance. Although the correlation is weak, the relationship is significant. This implies that classroom observation speaks the kind of teachers in terms of their performance as classroom observation typically intended to improve instructional quality and teaching effectiveness.

IV. Conclusion

The data shows a negative correlation between the perceived classroom observation using the classroom observation tool and performance of teachers. Although the correlation is weak, the relationship is significant. Thus, this study revealed that there is a significant relationship between the perceived classroom observation using the classroom observation tool and performance of teachers in the Individual Performance Commitment and Review Form (IPCRF).

V. Recommendations

1. The proposed training plan formulated should be utilized.
2. Teachers should formulate appropriate plans and implement adequate strategies to meet the demands of teaching and learning process.
3. Teachers should not disagree on classroom observation for this is an avenue to improve their teaching-learning process.
4. Teachers should always put in their minds that a part of their performance is the classroom observation conducted to them by their school heads and master teachers.
5. Teachers should ask for the accomplished classroom observation tool and make it as a guide in improving themselves.
6. School Heads should provide appropriate feedback to teachers to improve their teaching-learning process; and
7. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

ACKNOWLEDGMENT

This study is in partial fulfillment of the requirements for the Degree Master of Arts in Education major in School Administration and Supervision. Special thanks are extended: To Dr. Jasmine B. Misa, thesis adviser; Dr. Bryant C. Acar, Dr. Annabelle A. Wenceslao, Dr. Elvin H. Wenceslao, panel of examiners; School Heads and teachers of Pinamopoan and Lemon-San Joaquin Elementary Schools; her husband Dindo and kids, Yannah Marley and Scarlet Toni, her mother, Linda and siblings for their love, prayers, care, sacrifices and support extended, relatives, friends, and all people whom she asks for advice and prayers and To God, her deepest and sincerest gratitude.

REFERENCES

- [1] Barrogo, S. (2020). Teachers' Perception of Standardized Classroom Observation Tool (COT). *International Journal of Academic Pedagogical Research (IJAPR)*.
- [2] DM-PHROD-2021-0010. Results-Based Performance Management System Guidelines for School Year 2019-2020 Yearend Activities in Light of COVID-19 Measures. DepEd Official Gazette.
- [3] Weli, & Bako-Osu, N. (2019). Perceived impact of supervision on classroom management of public senior secondary schools in Port Harcourt Metropolis, River State. *International Journal of Innovative Human Ecology & Nature Studies*, 7 (4), 59-75.

AUTHOR'S PROFILE



MRS. MARLYN D. HAMTIG

The author is born on January 9, 1982, at Culasian Capoocan, Leyte Philippines. At present she is residing at Culasian Capoocan, Leyte. She finished her elementary education in Culasian Elementary School, Culasian Capoocan, Leyte in the year 1994 and continue her quest for education and able to finish her secondary education at Holy Cross College of Carigara, Carigara, Leyte as a centennial graduate in 1998. She finished her Bachelor in Elementary Education at St. Peter's College of Ormoc, Ormoc City in 2002. She got her Professional License as a teacher the same year as she graduated and a year after, she took her luck in Manila and landed a permanent teaching position at Emilio Jacinto Elementary School, Velasquez Tondo Manila, Division of City Schools Manila. Three years after, she has decided to resign and left for Thailand to work there as a teacher for six years.

After coming back from Thailand, she married her long-time boyfriend for seven long years, and decided to stay home for good. She applied at DepEd in 2012, few months later she was deployed as a regular/permanent teacher in one of the coastal schools, Gayad Elementary School, Capoocan District, Leyte Division, Region VIII, Philippines while having her trimester of her pregnancy. Two years later, she was transferred to a carline school, Lemon-San Joaquin Elementary School, now a part of Capoocan II District. She is currently a Grade Five Adviser and a School ICT coordinator. She is also a Co-coordinator in District MEA for Governance in their District.

Only then she has realized that there is a need to study further to be get promoted. That's the time she has convinced herself to enroll Master of Arts in Education, Major in School Administration and Supervision in 2019 at Western Leyte College of Ormoc, Ormoc City, Philippines. Though struggling because of being a lactating mom to her eight months old daughter and the breakout of pandemic, she is determined and felt motivated to pursue her studies. She got her Complete Academic Requirements in Summer of 2021.