



DOI:10.22144/ctujoisd.2024.296

## The art of classroom observation: The Case of Quirino State University and Can Tho University

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### Article info.

Received 27 Nov 2023

Revised 25 Jan 2024

Accepted 21 Feb 2024

### Keywords

Classroom observation, lecturers, teacher education, tertiary

### ABSTRACT

Classroom observation is a professional development model that helps lecturers gain a lot of experience in teaching effectively through cooperation, but it needs to be done in a reasonable way. The purpose of this study is to investigate the advantages and disadvantages of classroom observation and the strategies used by lecturers at College of Teacher Education (CTE), Quirino State University - Maddela Area the Philippines and School of Education (SoE), Can Tho University, Viet Nam used, correlated to the age, teaching experience, and education level of the respondents and to see whether there are any significant differences in the two cultures. The researchers used a descriptive type of design in the study, with a survey as the primary instrument for the data gathering. Using a quota sampling technique, 40 lecturers participated in the study. Based on the findings of the study, the majority of faculty members of CTE underwent classroom observation once per semester, whereas the majority of lecturers at SoE underwent classroom observation twice per semester. Moreover, the advantages of classroom observations outweigh the disadvantages as perceived by respondents. This finding provided evidence that both institutions implemented classroom observation for their lecturers. This simultaneously encourages lecturers to reflect and develop self-awareness about their practice and provides evidence of actual teacher performance, their strengths, and their areas for improvement. Thus, applicable recommendations for professional and organizational growth were made based on the found specific challenges to foster a collaborative environment favorable to improving teaching quality.

### 1. INTRODUCTION

The curriculum pertaining to teacher education is an academic field that focuses on the theoretical and practical aspects of teaching and learning (Karsli, 2007). Education, according to Karsli (2007, p.9), is the systematic process of equipping the upcoming generation with the necessary knowledge, abilities, attitudes, and comprehension to actively participate in society and promote harmonious cohabitation. In contrast, the essence of teaching lies in facilitating

the development of students' abilities to their utmost potential, drawing upon the knowledge they have acquired within the educational setting (Karsli, 2007, p.17). The significance of the educator and instructor's job is of the utmost importance. A teacher, in a comprehensive sense, refers to an individual employed inside educational institutions who provides guidance to students in order to facilitate their intellectual, sensory, and behavioral development while following the established guidelines of the institution. In contemporary times,

educators have surpassed the aforementioned depiction in their professional roles. The role of the teacher has undergone a significant expansion, encompassing not just the traditional tasks of classroom instruction, exam preparation, and grading but also other responsibilities such as classroom management, student counseling, classroom progress monitoring, and student assessment. Overall, educators have an important role in training citizens and shaping society.

Though, the endeavors undertaken by Teacher Education Institutions (TEIs) have yielded unsatisfactory outcomes, as indicated by the findings of the Philippine Business for Education (PBE) Mateo, (2017). PBE, a non-governmental organization, has been at the forefront of conducting research on the performance of TEIs in the Licensure Examination for Teachers (LET) nationwide since 2009. The average passing percentage of graduates from teacher education programs has been recorded at a mere 31% since 2009. PBE's research also revealed that a minimum of 50% of TEIs have performance levels below the national passing rate average. TEIs that demonstrated a sustained pattern of low performance over a period of five years were advised to consider the closure of their teacher education programs. In a study conducted by Baylan (2018), an examination of the performance of the LET from 2008 to 2017 was conducted at prominent TEIs in various regions of the Philippines. The findings of the study indicated that a significant proportion of TEIs faced challenges in meeting the national passing requirement of 60%.

Hence, educators in educational majors ought to continuously develop their ability to effectively and efficiently train their student teachers. The proactive approach taken by educators to engage in peer classroom observations and afterwards offer constructive comments holds significant importance. This strategy involves collaborative observation, feedback, and evaluation of lessons between a teacher and a peer who possesses expertise in the same field. The purpose of this collaborative effort is to enhance the instructor's instructional tactics, techniques, and delivery during the learning process.

In Viet Nam, previously, classroom observation was a periodic activity at all levels from kindergarten to upper secondary, and was regulated by the Ministry of Education and Training (MoET) in Circular 12/2009/TT-BGDĐT. However, since 2012, Circular 12 has expired and was replaced by

Circular 42/2012/TT-BGDĐT, which no longer regulates teacher observation activities. Therefore, currently, there are no specific regulations on teacher observation activities given in documents related to education. Nevertheless, school observation has become a regular activity in every school, from kindergarten to upper secondary to develop teachers' competence. At the tertiary level, most universities do not require their lecturers to conduct classroom observation as it is not a compulsory activity by law. The activity, thus, is optional or compulsory, depending on the regulations of each university to maintain and develop their lecturers' quality and their general educational quality. For example, Thu Dau Mot University in Binh Duong province, Viet Nam issued its regulation on classroom observation in 2015 (Rector of Thu Dau Mot University, 2015). According to the regulation, lecturers with less than 10 years of teaching experience must undergo the observation process by more experienced lecturers at least once a year to quickly improve their competence. In the SoE, Can Tho University, classroom observation is encouraged in regular meetings of the Faculty Board of Directors and is not required by regulations.

However, in order to fully comprehend the true nature and significance of conducting classroom observation within the confines of a classroom and to gain a clear understanding of the actual occurrences during and the implementation of classroom observation to the instructors, it is necessary to conduct this study. The objective of this study is to determine the effectiveness of this approach by examining its advantages and disadvantages. Additionally, it aims to assess its potential as a benchmark for evaluating future initiatives aimed at enhancing the preparation of college instructors for more effective learning practices and future works. Therefore, it can serve as an avenue for educators to acquire understanding and enhance their pedagogical abilities, content expertise, and instructional approaches. Furthermore, this approach is accessible and legitimate in educational institutions not only in the Philippines but also in Viet Nam; thus, this paper does not seek to generalize the situation throughout the country.

## 2. RESEARCH OBJECTIVES OF THE STUDY

(1).investigate the Demographic Profile of the respondents in terms of age, teaching experience, educational attainment, and university;

(2) assess the extent of implementation of classroom observation of College of Teacher Education (CTE), Quirino State University (QSU)-Maddela and School of Education (SoE), Can Tho University (CTU);

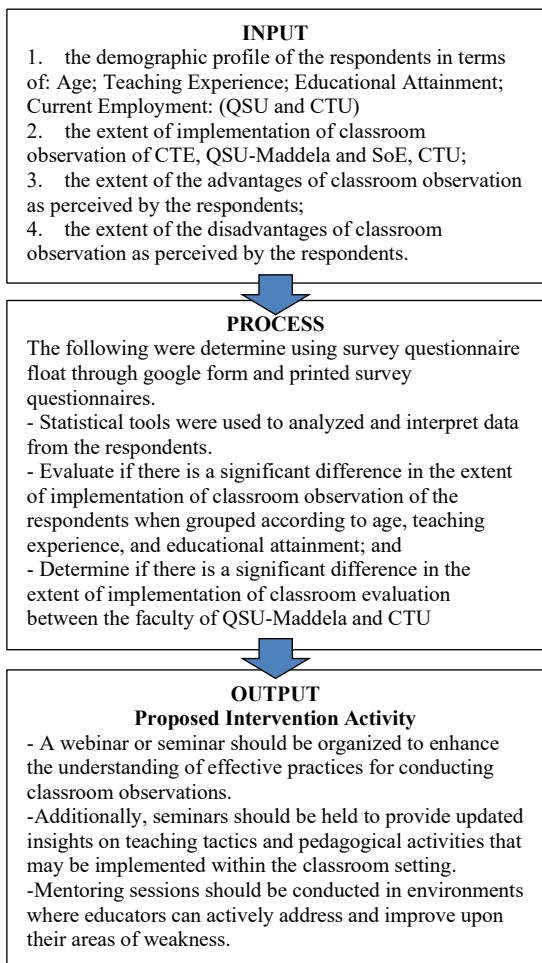
(3) specify the extent of the advantages of classroom observation as perceived by the respondents;

(4) specify the extent of the disadvantages of classroom observation as perceived by the respondents;

Evaluate if there is a significant difference in the extent of implementation of classroom observation among the respondents when grouped according to age, teaching experience, and educational attainment.

(6) determine if there is a significant difference in the extent of implementation of classroom evaluation between the faculty of QSU-Maddela and CTU.

**3. CONCEPTUAL FRAMEWORK**



The aforementioned paradigm was employed in the study. First, the respondents were asked to provide their demographic information on the survey, including their age, teaching experience, level of education, and current agency. Moreover, this study also aims to evaluate the level of implementation of classroom observation among the faculty members of QSU-Maddela and CTU. Additionally, it seeks to estimate the perceived advantages of classroom observation among the respondents. Furthermore, it assesses the magnitude of disadvantages associated with classroom observation, as indicated by the respondents. The study examines the differences in the extent of classroom observation implementation among respondents, classified by age, teaching experience, and educational attainment. Additionally, it aims to determine whether there is a significant difference in the extent of classroom evaluation implementation between the faculty of QSU-Maddela and CTU. The process includes the process of gathering the required data and analyzing and interpreting the data from the respondents. Finally, the output encompassed the presentation of planned intervention actions, notably the utilization of webinars.

**4. RESEARCH METHODOLOGY**

This study utilized a descriptive-comparative design to gather information on the extent of implementation of classroom observation at QSU-Maddela and CTU. It also provides a comparative look at the differences in the extent of the advantages of classroom observation as perceived by the respondents. In addition, it determines the extent of the disadvantages of classroom observation as perceived by the respondents.

Moreover, the respondents to the study were the instructors and professors of the institutions of QSU-Maddela Campus and CTU. Furthermore, quota sampling was used to choose the 40 participants. As such, these respondents could qualify to partake in the inquiry process.

Further, the researchers ensured that accurate data was gathered. As such, they utilized several instruments in collecting data, as follows:

**4.1. Survey questionnaire on respondents' profile (Part 1)**

The demographic profile of the instructors was collected by utilizing a survey questionnaire adapted from the study conducted by Martinez et al. (2016), which included age, gender, teaching experience, educational attainment, and so on. This

questionnaire was designed to gather the necessary data on the instructors' demographic information.

#### 4.2. Survey questionnaire used in answering the research questions (Part 2)

This was a 15-item statement indicator divided into 15 parts, which are: (1) Advantages of Classroom Observation; and (2) Disadvantages of Classroom Observation. The aforementioned survey questionnaire was adapted from the research on teachers' perception on classroom observation of Wairimu (2016). The survey questionnaire for the teacher respondent consisted of ten (15) items to determine the extent of the advantages and disadvantages of classroom observation as perceived by the respondent. In addition, the indicators of the survey questionnaires were translated into Vietnamese. Each item was responded to by choosing the answer in the desired column based on the Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Meanwhile, in describing the qualitative description of the extent of the advantages and disadvantages of classroom observation, this Likert scale was used (1.00-1.79, Very Low; 1.80-2.59, Low; 2.60-3.39, Moderate; 3.40-4.19, High; 4.20-5.00, Very High).

Additionally, the following were the procedures undertaken in the process of data gathering, to wit:

1. The researchers ask their respective heads and supervisors for permission to conduct their study at their school.
2. The faculty members were subjected to answering the two parts of the survey questionnaires.
3. The questionnaires were floated using Google Forms and printed survey questionnaires and administered by the researchers.
4. The spreadsheet application was used to consolidate and encode the results, which were then transferred to SPSS.
5. Immediately after the table results were obtained, analysis and interpretation commenced, as well as the writing of Results, Discussion, Findings, and Recommendations.

Finally, in order to analyze and interpret the data, the following statistical tools were used:

1. In determining the demographic profile of the respondents, a computation of mean percentages was done.
2. To determine the extent of implementation of classroom observation by the CTE of QSU-Maddela and the SoE of CTU, the computation of mean percentages was done.
3. A computation of mean percentages was done to determine the extent of the advantages of classroom observation as perceived by the respondents.
4. In giving the appropriate qualitative descriptions for individual items in the extent of advantages and disadvantages of classroom observation as perceived by the respondents, the following mean percent scale and qualitative descriptions were used:
5. In determining the extent of the disadvantages of classroom observation as perceived by the respondents, computation of mean percentages was done, and
6. The Kruskal-Wallis H test was used to determine the significant difference in the extent of implementation of classroom observation among the respondents when grouped according to age, teaching experience, educational attainment, and subject taught.
7. Lastly, in determining the significant difference in the extent of the implementation of classroom evaluation between the faculty of QSU-Maddela and CTU when grouped according to current employment, the Mann-Whitney U Test was used.

#### 5. RESULTS AND DISCUSSION

This part presents the data, the analysis, and the interpretation done on the data on the profile, the extent of implementation of classroom observation by the faculty of QSU-Maddela and the faculty of CTU, the extent of the advantages and disadvantages of classroom observation as perceived by the respondents, the differences in the extent of implementation of classroom observation among the respondents when grouped according to the profile, and the differences in the extent of implementation of classroom evaluation between the faculty of QSU-Maddela and CTU.

**Table 1. Profile of the respondents of the study**

Variable	Category	Frequency	Percent
Age	21-25	1	2.5
	26-30	4	10
	31-35	9	22.5
	36-40	5	12.5
	41-45	8	20
	46-50	6	15
	51 and above	7	17.5
	Total	40	100
Teaching Experience	1-5 years	1	2.5
	6-10 years	8	20
	11-15 years	4	10
	16-20 years	4	10
	21-25 years	10	25
	26-30 years	6	15
	31 years and beyond	7	17.5
	Total	40	100
Educational Attainment	Baccalaureate Degree	1	2.5
	Master’s Degree	7	17.5
	Doctorate Degree	14	35.0
	Earned Academic Subjects in Master’s Program	2	5.0
	Earned Academic Subjects in Doctorate Program	6	15.0
	Earned units in Master’s Program	2	5.0
	Earned units in Doctorate Program	8	20.0
	Total	40	100

The table shows the profile of the respondents in terms of age, teaching experience and educational attainment.

From the table, there were 9 (22.5%) respondents who are at the age bracket of 31-35 years old, followed by the respondents who are at the age

bracket of 41-45 years old with a frequency of 8 (20%). In terms of teaching experience, there were 10 (25%) respondents who have 21-25 years of teaching, and 14 (35%) respondents were doctorate degree holders.

**Table 2: Extent of implementation of classroom observation of CTE, QSU-Maddela and SoE, CTU**

School	Extent of implementation	Frequency	Percent
QSU	once in a semester	17	89.5
	twice a semester	2	10.5
	Total	19	100
CTU	once in a semester	13	61.9
	twice a semester	8	38.1
	Total	21	100

Table 2 depicts the extent of implementation of classroom observation at QSU-Maddela and CTU. The extent of Classroom Observation implementation at QSU was conducted once per semester, with 17 respondents (89.5%). In contrast, the majority of respondents from CTU had classroom observation twice per semester, with a

mean proportion of 13 (61.9%). However, Classroom Observation at SoE has just been activated in 2022, after some of their Teacher Education Majors were quality accredited according to the standards of the MoET. This means this is not a custom with a long tradition, and they need to pay effort to retain and employ the activity's benefits.

**Table 3: The extent of the advantages of classroom observation as perceived by the respondents**

Indicators	Mean	Std. Dev	QD
1. Class Observation will increase the warmth and respect between students and teachers in the learning pedagogy.	4.08	.57	High
2. Through Class Observation the degree to which enthusiasm and during learning objectives is very evident.	4.18	.55	Very High
3. Classroom Observation encompasses teachers' responsibility to students' needs and awareness of students' level of academic and emotional function.	4.05	.55	High
4. This activity encourages teachers to create an environment in which students feel safe and free to explore and learn.	4.25	.44	Very High
5. This activity increases teacher's interactions with students and classroom activities which place an emphasis on students interests, motivations, and points of view rather than being very teacher-driven.	4.68	.47	Very High
6. This activity encourages teachers to demonstrate flexibility within activities and respect students autonomy to participate in and initiate activities.	4.23	.42	Very High
7. Through Classroom Observation teachers' ability to use effective methods to prevent and redirect misbehavior by presenting clear behavioral expectations and minimizing time spent on behavioral issues are evident.	4.20	.56	Very High
8. Classroom Observation encourages teachers' ability to manage instructional time and routines so that students have a maximum number of opportunities to learn.	4.20	.61	Very High
9. The teachers were encouraged to maximize students' engagement and ability to learn by providing interesting activities.	4.70	.52	Very High
10. Classroom Observation encourages teachers to promote students' higher order thinking skills versus focus on rote and fact-based learning.	4.45	.71	Very High
11. Classroom Observation has aided in strengthening the relationship between teachers and the person in charge who is observing the class.	4.23	.42	Very High
12. The Classroom Observation feedback provided during the reflective conversation is sufficient.	3.80	.46	High
13. Classroom Observation can determine the success of the teaching and learning process.	4.13	.33	High
14. Observation in the classroom enables teachers to reflect on their own teaching, identify pedagogical requirements, and initiate innovation for the benefit of students.	4.20	.41	Very High
15. Classroom observation boosts instructors' confidence because school administrators recognize and value their strengths.	4.20	.41	Very High
Grand mean	4.23	.16	Very High

Table 3 presents the data on the extent of the advantages of classroom observation as perceived by the respondents.

As seen in Table 3, the respondents perceived very high to the following: "the teachers were encouraged to maximize students' engagement and ability to learn by providing interesting activities (M=4.70, SD=.52); this activity increases teacher's interactions with students and classroom activities which place an emphasis on students interests, motivations, and points of view rather than being very teacher-driven (M=4.23, SD=.47); Classroom

Observation encourages teachers to promote students' higher order thinking skills versus focus on rote and fact-based learning (M=4.20, SD=.71), This activity encourages teacher to create an environment in which students feel safe and free to explore and learn (M=4.23, SD=.44), This activity encourages teachers to demonstrate flexibility within activities and respect students autonomy to participate in and initiate activities (M=4.68, SD=.42), and Classroom Observation has aided in strengthening the relationship between teachers and the person in charge who is observing the class (M=4.22, SD=.42). The majority of respondents (M

= 4.23, SD = 0.16) rated the advantages of classroom observations as "very high."

These findings support the following assertions made by previous researchers who conducted studies on classroom observations: First, according to Wajnryb (1992) and Wallace (1991), classroom observation can provide teachers with meaningful tasks and an opportunity to reflect on the areas that need to be addressed in order to implement a systematic approach to learning pedagogy in the four corners of the classroom. This suggests that classroom observation provides instructors and lecturers with the opportunity to become aware of

the factors that must be considered during each lesson segment. This enables them to acquire new skills and techniques while also contributing to their professional growth and experience.

This would indicate that classroom observation has a positive effect on the teaching and learning process because it allows the school principal to provide technical assistance and share their content and pedagogical knowledge for the benefit of the teachers. Consequently, observation can be viewed as an essential component of teacher growth.

**Table 4: Extent of the Disadvantages of Classroom Observation as Perceived by The Respondents**

Indicators	Mean	Std. Dev	QD
1. Having a Classroom Observation can be stressful to those involved since their academic freedom in the classroom is being scrutinized.	4.13	0.33	High
2. This activity can add stress to teachers most especially if surprise observation will be given by the head.	4.00	0.64	High
3. Since the teachers are not prepared, they may not perform to their usual high standards or good quality teaching.	4.03	0.62	High
4. Classroom Observation can be disruptive because when a headteacher sits in on a class it can change the atmosphere of the class.	4.33	0.47	Very High
5. Students may feel reticent, reluctant to be as open during the Class Observation which leads them not to participate in the learning pedagogy.	3.88	0.56	High
6. Sometimes Classroom Observation has a certain amount of bias and subjectivity.	3.98	0.48	High
7. Classroom Observation discourages the teachers' ability to manage instructional time and routines since they need to be very specific with the time.	3.60	0.50	High
8. Sometimes observers make judgements based on an emotional response, such as their own preference on teaching strategy, etc.	3.85	0.70	High
9. During Classroom Observation, teachers cannot see whether the students are learning, as learning may not be visible.	3.65	0.48	High
10. This activity discourages the teachers' use of language-simulation, and language-facilitation techniques during students' activities.	3.75	0.54	High
11. This activity tests the confidence and kindness of the one being observed since observers may provide subjective feedback.	3.95	0.55	High
12. During the Classroom Observation, teachers were preoccupied with satisfying their students. This restricted the extent to which student teachers developed pedagogical reasoning due to the influence of supervisors and passing grades.	3.75	0.67	High
13. Classroom observers often make judgments based on an emotional response.	3.63	0.49	High
14. Classroom Observation may not help teachers improve their teaching practice; instead, it harms the development of a young teacher and creates unnecessary anxiety.	3.80	0.41	High
15. Classroom Observation post-conference provided a mountain of feedback to the teachers observed, but it is difficult for any teacher to assimilate and implement this information to enhance their practice.	3.63	0.63	High
Grand Mean	3.86	0.16	High

The table exhibits that the respondents contradict the idea that classroom observation may not help

teachers improve their teaching practice; instead, it harms the development of a young teacher and

creates unnecessary anxiety (M = 3.45, SD = 0.78). On the other hand, respondents also perceived that they responded very highly to the indicator "Classroom Observation can be disruptive because when a headteacher sits in on a class, it can change the atmosphere of the class." (M=4.33 SD=0.47). This result is corroborated by the research of Hamman et al. (2000) and Dignath and Büttner (2018). Observations of classrooms have revealed that teachers primarily provide indirect rather than direct (i.e., explicit) instruction regarding learning processes and strategy use, which can cause teachers to feel stressed and ill-at-ease when instructing because someone is observing all of their actions and strategies in the classroom, which can result in judgments that provide them with negative feedback after the post-conference period.

Moreover, research has revealed that classroom observation results do not correspond with instructors' own perceptions of how they teach strategy use in the classroom (van Ewijk et al., 2014). Despite teachers' extensive knowledge of learning strategies (Halamish, 2018), they were sometimes given feedback indicating that these strategies were not incorporated into concrete classroom activities or direct instruction, demonstrating that observers were sometimes somewhat biased. In general, respondents agreed that classroom observation may also be detrimental to the teaching and learning process and the development of the lecturers and instructors.

**Table 5. Significant difference in the extent of implementation of classroom observation of the respondents when grouped according to age**

Age	N	Mean Rank	Chi-Square	Sig.
21-25	1	9.5		
26-30	4	9.5		
31-35	9	9.5		
36-40	5	13.5	35.848	0
41-45	8	29.5		
46-50	6	29.5		
51 and above	7	29.5		
Total	40			

Given that the estimated significance value is lower than the predetermined level of significance of 0.05, it can be concluded that the null hypothesis is rejected. There exists a significant difference between the age groups of educators with regards to the degree of utilization of classroom observation. This finding suggests that the implementation of classroom observation is influenced by the age group of the respondents.

The research conducted by Asio et al. (2019) proposes a claim concerning the positive attitudes exhibited by senior and young faculty members towards the use of classroom observation. Based on their prior teaching experience, Malekshahi (2019) demonstrates that younger instructors and lecturers were observed more frequently than elderly or senior faculty. In particular, senior educators who possess extensive teaching experience indicated a decreased level of engagement in classroom observation in comparison to their counterparts with less teaching experience. One plausible explanation for the observed discrepancy is that educators with

limited years of experience strongly incline to adhere strictly to the designated timetable for conducting classroom observations. This technique is often regarded as providing educators with significant insights into pedagogical approaches, as these activities function as a mechanism for mentoring, coaching, and assessing their teaching effectiveness. This promotes the ongoing professional development of educators. Suparto (2020) asserts that the implementation of academic supervision, namely through the utilization of classroom observation techniques, holds promise in augmenting the caliber of teacher learning.

Since the calculated sig. value is less than the significance level of 0.05, the null hypothesis is rejected. There is a significant difference in the extent of classroom observation between groups of teachers with varying levels of experience. It implies that the teaching experience of teachers affects the extent of classroom observation. Teachers with fewer years of teaching experience a higher extent of classroom observation.



**Table 6. Significant difference in the extent of implementation of classroom observation of the respondents when grouped according to teaching experience**

Teaching Experience (Years of teaching)	N	Mean Rank	Chi-Square	Sig.
1-5 years	1	9.5		
6-10 years	8	9.5		
11-15 years	4	9.5	35.455	0
16-20 years	4	9.5		
21-25 years	10	27.5		

This is supported by Melati's (2019) study, in which she argues that the implementation of classroom observation in educational institutions includes instances in which teachers with more years of teaching experience are not observed by their superiors, particularly if they are older than their supervisors. Elmabruk (2020) agreed with this notion, stating that younger teachers in the realm of academe were observed more frequently through classroom observation than their senior counterparts.

Therefore, having classroom observation has a positive impact on observing and evaluating a teacher's growth. Observation, which provides such a comprehensive picture and enables the setting of very specific goals, can also be a means of assisting instructors if used effectively. Observation and criticism are multifaceted skills that require training and practice, but results may vary in the extent of classroom observation implementation, which may explain why we must engage in this type of activity whether we are young or older than young professionals.

**Table 7. Significant difference in the extent of implementation of classroom observation of the respondents when grouped according to educational attainment**

Educational Attainment	N	Mean Rank	Kruskal Wallis Chi-Square	Sig.
Baccalaureate Degree	1	9.5		
Master's Degree	7	9.5		
Doctorate Degree	14	15.2		
Earned Academic Subjects in Master's Program	2	29.5		
Earned Academic Subjects in Doctorate Program	6	29.5	35.455	0
Earned units in Master's Program	2	29.5		
Earned units in Doctorate Program	8	29.5		
Total	40			

Since the derived sig. value is less than the significance level of 0.05, the null hypothesis is rejected. There is a significant disparity in the extent of classroom observation based on the educational attainment of teachers. It demonstrates that the implementation of classroom observation varies by educational attainment.

information about the importance of that strategy in their teaching following the post-conference of their classroom observation, their performance ought to enhance, and they would have the skill to apply that strategy again when confronted with a similar problem in the four corners of the room.

Regardless of the type or level of educational attainment of their students, it is essential for teachers to acquire new teaching concepts, plan their lessons, and set appropriate objectives in order to effectively instruct (Dignath & Veenman, 2020).

The estimated sig. value is below the 0.05 level of significance; consequently, the researchers reject the null hypothesis. Regarding the extent of classroom implementation, there is a significant difference between the two (2) university groups. It only suggests that the implementation of classroom observation varies between the two universities. It indicates that CTU implements classroom observation to a greater extent than QSU-Maddela campus.

What's more, regardless of their educational attainment, both younger and older teachers or lecturers require assistance in acquiring and applying the suggested strategies (Dignath & Büttner, 2018). Because when teachers are encouraged to use a certain strategy and given clear

**Table 8: Significant difference in the extent of implementation of classroom evaluation between the faculty of QSU-Maddela and CTU**

Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
QSU	19	10.55	200.50	10.50	-5.94	.000
CTU	21	29.50	619.50			
Total	40					

This indicated that both universities are instituting classroom observation for their faculty members. Which simultaneously encourages teachers to reflect and develop self-awareness about their practice and provides evidence of actual teacher performance, their strengths, and their areas for improvement.

**6. CONCLUSION**

Classroom observation serves the purpose of assisting instructors and lecturers in their teaching-learning process and other professional responsibilities rather than imposing additional burdens on them. In order to enhance their professional growth, this activity would enable educators to engage in self-reflection regarding their instructional practices, identify areas of pedagogical necessity, and proactively introduce innovative strategies to enhance the learning experience for students. Based on the findings of the study, it is apparent that instructors and lecturers possess a comprehensive understanding of the purpose behind implementing and utilizing classroom observation as a means to enhance the teaching and learning process.

This recognition highlights the benefits that instructors and lecturers derive from engaging in such practices. Additionally, the use of this activity facilitates evaluation and strategic planning for personal growth, thereby demonstrating a clear boost in instructors' preparedness and competence. Furthermore, the instructors expressed an increased sense of confidence following the post-conference sessions, as they perceived their supervisors as acknowledging and valuing their areas of expertise. Nevertheless, the participants concurred that classroom observation might potentially provide disadvantages for both the teaching and learning processes as well as impede the growth of novice educators. Therefore, the findings of the study reveal that there exist notable disparities in the degree of classroom observation implementation among the participants when categorized based on age, teaching experience, educational attainment. This implies that regardless of one's educational

attainment, age, or teaching experience, it is imperative for all individuals to engage in classroom observation and adhere strictly to the prescribed schedule.

This initiative facilitates the continuous professional development of teachers with the aim of enhancing their performance in the field of pedagogy. In accordance with this perspective, doing such a study holds considerable importance not only for educators but also for instructors, administrators, and all individuals involved in the educational institution.

Hence, the subsequent conclusions and proposals are put forth: First and foremost, it is imperative for observers, such as the supervisor or program chairperson, to have sufficient training in order to effectively administer supervisory observations and provide valuable guidance. Thirdly; A subsequent intervention should be specifically targeted towards the aspects that require improvement within the teaching and learning process. Mentoring sessions should be conducted in environments where educators can actively address and improve upon their areas of weakness. It is recommended that training sessions and seminars be conducted for teachers to enhance their comprehension of the classroom observation tool. Additionally, it is suggested that a distinct classroom observation tool be developed for faculty members with extensive teaching experience and higher educational qualifications. This measure aims to ensure the provision of high-quality education by these caliber professors/lecturers. Last but not least, it is recommended that more investigation be undertaken to explore potential scholarly inquiries pertaining to the practice of classroom observation.

**ACKNOWLEDGMENT**

The researchers wish to express their appreciation to the administrations of Quirino State University-Maddela Campus, the Philippines and Can Tho University, Viet Nam for permitting them to conduct their research, as well as to the participants for their cooperation and support.

The researchers would express their profound gratitude and admiration to their families for their

unwavering love, kindness, moral and financial support.

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