Teachers' Perceptions of Classroom Observation Tool Utilization: A Study in Northern Samar, Philippines

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Abstract — This study investigated teachers' perceptions of the Classroom Observation Tool (COT) utilization at Sumoroy Agro-Industrial School, Palapag I District, Northern Samar during the 2024-2025 school year. Using a descriptive-correlational research design, 113 teachers from Junior and Senior High Schools participated through total enumeration. Data were collected via a researcher-made survey questionnaire assessing demographics, perceptions of content knowledge and pedagogy, learning environment and diversity, curriculum planning and assessment, and implementation challenges. Results indicated that teachers generally perceived the COT as effective in assessing pedagogy, content knowledge, and learning environment, with curriculum planning and assessment receiving the highest rating (median = 5.00, Excellent). Position/designation significantly influenced perceptions ($p < 0.05$), while other demographic factors showed no significant correlations. Major challenges included limited resources (66.4%), time constraints (64.6%), and insufficient training (56.6%). These findings suggest the need for enhanced professional development, resource allocation, and tool refinement to maximize COT effectiveness in supporting teacher growth and improving educational quality.

Keywords — Classroom Observation Tool, Teacher Perceptions, Pedagogy and Content Knowledge, Curriculum Planning and Assessment, Descriptive-Correlational Research, Professional Development

I. Introduction

Classroomobservation serves as a fundamental mechanism in educational systems worldwide, providing essential developmental and evaluative insights for educators. This systematic process offers constructive feedback to teachers, enhancing their classroom management and instructional strategies while engaging administrators and peers in reflective practices. Through observation, teachers can identify both strengths and areas needing improvement, ultimately fostering professional growth and ensuring teaching methods remain effective and relevant (Wahid et al., 2018).

The importance of classroom observation in Philippine education has been institutionalized through various policies and frameworks. Republic Act 10533, or the K to 12 Law, identifies classroom observation as a critical criterion for ensuring excellent teaching. The Department of

Education (DepEd) emphasizes that classroom observation guarantees excellence in basic education, recognizing teachers' significant responsibility in maintaining teaching-learning process quality (Barrogo, 2020). This aligns with the Philippine Professional Standards for Teachers-Results-Based Performance Management System (PPST-RPMS), which utilizes classroom observation for mentoring, coaching, and evaluation purposes.

Recent studies have demonstrated varying perspectives on classroom observation effectiveness. Fayo and Hilario (2023) found that most respondents perceived classroom observation as highly effective for enhancing classroom performance, with significant relationships between perceived effectiveness and actual performance. However, challenges persist in implementation and teacher acceptance of observation tools. Minh et al. (2023) revealed ongoing policy-practice tensions, with classroom observation sometimes prioritized as a sorting tool rather than a support mechanism for teachers. At Sumoroy Agro-Industrial School, preliminary observations suggest inconsistencies in feedback quality and potential bias in rating processes. Teachers report receiving repetitive comments annually, indicating weak improvement patterns. These concerns highlight the need to examine teacher perceptions comprehensively to understand how classroom observation tools function in practice and their impact on professional development.

This study addresses these gaps by investigating teachers' perceptions of the Classroom Observation Tool (COT) utilization, focusing on its role as both developmental and evaluative instrument. Understanding these perceptions is crucial for optimizing observation practices, supporting teacher development, and ultimately enhancing student achievement outcomes.

Literature Review

Conceptual Framework of Classroom Observation

Classroom observation has evolved as a critical tool for improving educational outcomes and enhancing teaching practices. Ritchie (2021) emphasizes that classroom observation creates opportunities for teachers to identify strengths and areas for improvement in teaching situations. This systematic approach involves administrators, peers, or external evaluators observing teachers' instructional methods, student interactions, and classroom management strategies to improve teaching effectiveness and instructional quality.

Wahid et al. (2018) describe classroom observation as a method to evaluate and record specific information about classroom activities. This process helps teachers become more aware of available teaching methods while receiving feedback to become more mindful of their functioning in teaching-learning processes. Success is achieved when teachers and observers collaborate to reflect on teaching behavior, emphasizing that only trained and experienced faculty should participate in the observation process to offer realistic and constructive feedback.

Research on Teacher Perception

The conduct of classroom observation requires careful preparation and structured implementation. Barrogo (2020) concludes that classroom observation tools are essential for empowering teachers to reflect on their teaching practices and identify pedagogical needs. Through observation tools, teachers are guided in assessing their performance and planning for improvement, allowing them to prepare well and build confidence, which strengthens their teaching competence. Empirical studies have revealed diverse perspectives on classroom observation effectiveness. Cassidy (2018) highlights the positive impact of well-designed observation tools on teacher participants. The feedback provided not only encouraged teachers to be more reflective about their practices but also made them feel valued as educators.

Teachers expressed greater understanding of the observation process and desired more frequent observations using effective tools. Conversely, challenges exist in observation implementation. Castillo (2021) conducted qualitative research focusing on junior high school teachers' perceptions and experiences during the COVID-19 pandemic. The study revealed significant positive perceptions among educators about classroom observation value, suggesting potential for instructional leaders and teachers to collaborate in organizing beneficial observation activities.

Wairimu (2016) investigated teachers' perceptions of classroom observation practices in Nakuru North district government elementary schools. Findings indicated that school leaders conduct classroom visits, hold conferences to resolve conflicts, and audit teachers' professional documents. Teachers believed instructional supervision contributes to improved teaching and learning, maintaining positive views of head teachers managing classrooms.

Challenges and Implementation Issues

Research has identified several challenges in classroom observation implementation. Minh et al. (2023) explored the dominance of classroom observation as a method for teacher monitoring, assessment, and development. However, findings revealed ongoing policy-practice tensions, with classroom observation prioritized as a sorting tool rather than a support mechanism. This disconnect reflects wider policy-practice gaps, resulting in increased anxiety and stress among teachers rather than the collaborative ethos typically associated with inquiry-based approaches.

Sugot and Ladia (2024) highlight the importance of the Revised Performance Management System (RPMS) in aligning teacher assessments with professional standards. While these systems promote accountability and foster continuous improvement, challenges such as resource constraints and resistance to change may hinder effective implementation.

The study by Hamtig (2021) examined teachers' views on the COT during the pandemic, finding high satisfaction levels with outstanding performance in key result areas. However, a weak

but significant negative correlation between COT perceptions and teacher performance suggests that while teachers positively perceive the tool, its impact on actual performance may be limited.

Philippine Context and Professional Standards

In the Philippines, classroom observations are conducted using predetermined indicators collectively agreed upon by teachers and observers. This aligns with Ghavifekr et al. (2019) findings identifying effective supervision as a three-step process involving pre-observation planning, observation implementation, and post-observation monitoring. Classroom observations are conducted by Head Teachers, Master Teachers, and Principals, playing valuable roles in professional development even when not directly impacting performance reviews.

The Philippine Professional Standards for Teachers-Results-Based Performance Management System mandates classroom observation to be more objective and standardized. This supports teachers in academic pursuit and professional development through evaluation, performance review, coaching, and mentoring. Barrogo (2020) states that classroom observation tools provide thorough pictures of how specific objectives are met and how constructive criticism improves teachers' pedagogical skills. Research by Panela (2025c) emphasizes the importance of evaluating skills and competencies of basic education teachers, particularly in island contexts like Samar. This geographic consideration becomes relevant when examining teacher perceptions and implementation challenges in similar settings.

II. Methodology

This study employed a descriptive-correlational research design to explore relationships between variables without establishing causation. This approach involved gathering data to clarify variables and examine their interactions, providing comprehensive overviews of variables and their connections (McCombes, 2019). The design was used to examine relationships and differences between teachers' profiles and their perceptions of COT utilization.

Participants

The study focused on teachers at Sumoroy Agro-Industrial School in Palapag I District, Division of Northern Samar. Using total enumeration, all 113 teachers from Junior and Senior High Schools participated, ensuring comprehensive data collection without sampling error. This approach was advantageous given the manageable population size, allowing for holistic views of perspectives and experiences while enhancing result reliability.

Instrumentation

A researcher-made survey questionnaire composed three parts: (1) demographic profile including age, sex, civil status, highest educational attainment, field of specialization, position/designation, years of teaching experience, and number of relevant training/seminars attended; (2) perception of COT utilization in terms of content knowledge and pedagogy, learning environment and diversity of learners, and curriculum planning, assessment, and reporting; and (3) challenges encountered in COT utilization. The instrument underwent face and content validation with panel members and advisers to ensure content and structure appropriateness. Pilot testing was conducted with 30 respondents at Cabatuan National High School. Cronbach's alpha reliability testing showed excellent internal consistency ($\alpha = 0.974$), with individual domains ranging from 0.928 to 0.959, all indicating excellent reliability.

Data Collection Procedures

Data collection began with obtaining permission from the Schools Division Superintendent and school principal. Survey questionnaires were distributed to all teachers, with researchers addressing questions and clarifications to ensure response accuracy. Questionnaires were collected for response tallying, with data categorized, organized into tables, analyzed, and interpreted.

Data Analysis

Since gathered data were not normally distributed with outliers, median values were calculated to assess teacher perceptions. Descriptive statistics presented frequencies and percentages of demographic characteristics. Correlation analysis and Kruskal-Wallis H Tests examined relationships and differences between teacher profiles and perceptions. Multiple response analyses identified key implementation challenges.

Ethical Consideration

Informed consent was obtained from all participants, ensuring understanding of research purposes and rights to confidentiality and voluntary participation. Responses remained anonymous, with personal information used solely for research purposes. The research instrument underwent validation, and pilot testing ensured reliability. Approval was sought from relevant school authorities, with participant questions addressed to ensure accurate data collection.

III. Results and Discussion

Participants Demographics

The study revealed a predominantly young and experienced teaching workforce. The majority of participants (84.07%) were aged 25-44 years, representing middle dulthood, with

67.26% female and 57.52% married. Educational attainment showed 68.14% holding Master's units, indicating commitment to professional development. osition distribution revealed 46.02% as Teacher III, 19.47% as Teacher II, and 34.51% as Teacher I. Teaching experience was concentrated in the 6–10-year range (60.18%), suggesting a mature but not veteran workforce. However, 66.37% attended only 0-2 relevant training seminars, indicating potential gaps in professional development opportunities.

Table 1
Profile of Teachers

Profile Variable	f	%
Age		
25 to 44 years old (Middle Adulthood Age)	95	84.07
45 to 64 years old (Older Adulthood to Average Retirement Age)	18	15.93
Sex		
Male	37	32.74
Female	76	67.26
Civil Status		
Single	47	41.59
Married	65	57.52
Widowed	1	0.88
Highest Educational Attainment		
Bachelor' s Degree	19	16.81
With Master' s Units	77	68.14
Master' s Degree	14	12.38
With Doctoral Units	3	2.65
Field of Specialization		
Mathematics	13	11.5
Science	16	14.16
English	12	10.62
Filipino	7	6.19
Social Sciences	8	7.08
Physical Education	8	7.08
Others	49	43.36
Position/Designation		
Teacher I	39	34.51
Teacher II	22	19.47
Teacher III	52	46.02
Years of Teaching Experience		
1 to 5 years	19	16.81
6 to 10 years	68	60.18
11 to 15 years	19	16.81
16 to 20 years	1	0.88
21 to 25 years	4	3.54
26 to 30 years	1	0.88
31 years and above	1	0.88
Number of Relevant Trainings/Seminars Attended		
0 to 2	75	66.37
3 to 5	21	18.58
6 and above	17	15.04

These demographic characteristics align with broader trends in Philippine education, where younger teachers constitute significant portions of the workforce. The relatively high educational attainment reflects DepEd's emphasis on continuous professional development, though limited training attendance suggests need for more accessible professional development programs. This finding resonates with Panela (2025d) observations about building capacity and navigating barriers in teacher development, particularly in island contexts where access to training may be challenging.

Content Knowledge and Pedagogy. Analysis revealed strong positive perceptions regarding COT's effectiveness in assessing content knowledge and pedagogy (median =4.00, Above Average). Teachers strongly agreed that the tool accurately reflects their subject area knowledge and expertise, deepens understanding of effective pedagogy, emphasizes alignment between teaching methods and learning objectives, supports higher-order thinking skills development, and provides helpful feedback for improving pedagogical skills.

Table 2
Summary of Perception on the Utilization of the Classroom Observation Tool for Teachers

Items	x̄	Des.
Content. Knowledge and Pedagogy	4.00	AA
Learning Environment and Diversity of Learners	4.00	AA
Curriculum, Planning, Assessment, and Reporting	5.00	E

Legend:
5 – Excellent (E)
4 – Above Average (A)
3 – Average (A)
2 – Below Average/Poor (BA/P)
1 – Very Poor (VP)

These findings suggest that teachers recognize the COT's value in professional development, particularly in pedagogical enhancement. The strong agreement on feedback quality indicates that observation processes provide meaningful insights for teaching improvement. This aligns with Cassidy (2018) findings that well-designed observation tools enhance teacher reflection and professional value.

Learning Environment and Diversity. Teachers demonstrated positive perceptions of COT's assessment of learning environment and diversity considerations (median = 4.00, Above Average). They agreed that the tool acknowledges inclusive learning environment importance, encourages practices catering to diverse learning styles, accurately reflects classroom atmosphere management abilities, highlights strategies for active student participation, and supports instructional adaptation for varying student abilities.

The strongest agreement emerged regarding feedback helping improve classroom management techniques (median = 5.00, Strongly Agree). This finding suggests that teachers

particularly value COT's contribution to classroom management enhancement, a critical component of effective teaching. The emphasis on diversity and inclusion reflects contemporary educational priorities and suggests the tool adequately addresses these concerns.

Curriculum Planning and Assessment. This domain received the highest ratings (median = 5.00, Excellent), indicating strong teacher confidence in COT's assessment of curriculum-related activities. Teachers strongly agreed that the tool aligns with curriculum goals and objectives, emphasizes clear and measurable learning outcomes, encourages reflective practice in instructional planning, and helps improve strategies for recording and reporting student progress. The excellence rating in this domain suggests that teachers find the COT particularly effective in supporting curriculum planning and assessment activities. This finding is significant given the critical importance of curriculum alignment in educational effectiveness. However, some aspects received lower ratings, indicating areas for potential improvement in tool design and implementation.

Relationship Analysis

Statistical analysis revealed that position/designation significantly influenced teacher perceptions, while other demographic factors showed no significant relationships. Position/designation was significantly correlated with content knowledge and pedagogy ($p = 0.016$) and highly significantly correlated with learning environment and diversity ($p = 0.009$). This suggests that teachers in higher positions may have broader understanding of pedagogical practices and classroom management, leading to more nuanced perspectives on COT effectiveness.

The absence of significant relationships with other variables (age, sex, civil status, educational attainment, field of specialization, years of experience, training attendance) suggests that demographic characteristics do not substantially influence COT perceptions. This finding indicates that professional development interventions should focus on position-specific needs rather than demographic categories.

These results support the need for differentiated approaches to COT implementation and professional development. Teachers at different career stages may require varying levels of support and feedback, reflecting their different responsibilities and experiences. This aligns with research by Panela (2025c) on evaluating skills and competencies across different teacher profiles.

Implementation Challenges

Multiple response analysis identified significant challenges hindering effective COT utilization. The most prominent challenges were limited resources making it difficult to meet tool standards (66.4%), difficulty meeting all criteria within limited class time (64.6%), and insufficient training on effective tool use (56.6%). Additional challenges included high-stakes observation anxiety (51.3%), observations feeling more like assessments than development opportunities (44.2%), and unclear feedback lacking actionable improvement steps (39.8%).

Table 3
Challenges Encountered on the Utilization of the Classroom Observation Tools for Teachers

Challenges Encountered[a]	Responses		Percent of Cases
	N	Percent	
Limited resources make it challenging for teachers to meet the tool's standards.	75	15.0%	66.4%
Teachers find it difficult to meet all criteria within the limited time available in class.	73	14.6%	64.6%
Teachers feel they have insufficient training on how to use the observation tool effectively.	64	12.8%	56.6%
High-stakes observations can induce anxiety or stress in teachers.	58	11.6%	51.3%
Observations often feel more like assessments than opportunities for development.	50	10.0%	44.2%
Teachers receive feedback that lacks clarity and actionable steps to guide their improvements.	45	9.0%	39.8%
The criteria in the tool do not fully accommodate the diverse needs of students.	38	7.6%	33.6%
Observer bias can impact the fairness of evaluations.	37	7.4%	32.7%
The tool is not always aligned with the specific goals of each subject area.	36	7.2%	31.9%
Observers sometimes apply evaluation standards inconsistently.	25	5.0%	22.1%
Total	501	100.0%	443.4%

These findings reveal practical constraints that impede COT effectiveness. Limited resources encompass teaching materials, technology, and support staff shortages, making it challenging for teachers to demonstrate expected standards during observations. Time constraints within class sessions mean teachers struggle to address all required criteria, potentially leading to incomplete or rushed teaching practices.

The insufficient training challenge is particularly concerning, as it suggests teachers may not feel adequately equipped to meet expectations, reducing the tool's potential for professional development. This finding resonates with broader concerns about teacher preparation and support systems, as highlighted by Panela (2025d) research on teacher experiences during challenging circumstances.

High-stakes observation anxiety indicates that current implementation may prioritize evaluation over development, contrary to intended purposes. This aligns with Minh et al. (2023) findings about policy-practice tensions where observation becomes a sorting tool rather than

support mechanism. The perception of observations as assessments rather than development opportunities suggests need for cultural shifts in how COT is implemented and communicated.

Implication for Practice

The study findings have several important implications for educational practice and policy. First, the positive teacher perceptions of COT effectiveness in most domains suggest that the tool has potential for supporting professional development when properly implemented. However, the identified challenges indicate that implementation support must be strengthened to realize this potential fully. The significance of position/designation in influencing perceptions suggests that differentiated professional development approaches may be more effective than one-size-fits-all programs. Teachers at different career stages have varying needs, responsibilities, and perspectives that should be considered in COT design and implementation.

Resource limitations and time constraints represent structural challenges requiring administrative attention. Schools must provide adequate teaching materials, technology, and support while considering realistic timeframes for comprehensive observation. This may require policy-level interventions to ensure adequate resource allocation and reasonable observation expectations. The training insufficiency challenge highlights the critical need for comprehensive professional development programs specifically focused on COT utilization. These programs should address not only technical aspects of tool use but also the underlying pedagogical principles and reflective practices that make observation effective for professional growth.

IV. Conclusion

This study provides valuable insights into teacher perceptions of Classroom Observation Tool utilization in a Philippine secondary school context. The findings reveal generally positive teacher perceptions of COT effectiveness, particularly in curriculum planning and assessment domains. However, significant implementation challenges persist, including resource limitations, time constraints, and inadequate training support. The research demonstrates that teacher position/designation significantly influences COT perceptions, suggesting the need for differentiated approaches to observation and professional development. While teachers appreciate the tool's potential for professional growth, practical barriers hinder optimal implementation and effectiveness.

Key conclusions include: (1) teachers recognize COT value for professional development when properly implemented; (2) position-specific differences require tailored approaches to observation and support; (3) structural challenges including resources, time, and training must be addressed for effective implementation; and (4) current implementation may emphasize evaluation over development, requiring culturalom shifts in observation practices. These findings contribute to understanding classroom observation effectiveness in developing country contexts and provide practical guidance for improving observation tool implementation. The study highlights the

importance of aligning observation practices with professional development goals while addressing practical implementation barriers.

Future research should explore longitudinal impacts of improved COT implementation on teacher development and student outcomes. Comparative studies across different school contexts and geographic regions would enhance understanding of observation tool effectiveness variations. Additionally, qualitative research examining specific mechanisms through which observation contributes to professional growth would provide deeper insights for practice improvement. The development of context-specific observation tools and support systems, particularly for island and remote school settings, represents an important area for future investigation. This research should consider unique challenges and opportunities present in diverse Philippine educational contexts, building on the foundation established by this study.

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