

Determinants of Teacher Performance Ratings: The Influence of Classroom Observation at Marintoc National High School

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Abstract

This study examined the determinants of teacher performance ratings with particular focus on the influence of classroom observation practices at Marintoc National High School. Anchored on Bandura's Social Learning Theory, Danielson's Framework for Teaching, and Herzberg's Two-Factor Theory of Motivation, the research employed a descriptive-survey design involving all forty teachers selected through convenience sampling. A researcher-developed questionnaire using a four-point Likert scale gathered demographic data, classroom observation experiences (frequency, purpose and focus, feedback and post-observation processes), performance ratings based on the school's evaluation system, challenges encountered, and suggested measures. Data were analyzed using frequency, percentage, weighted mean, and Pearson product-moment correlation. Results showed that the majority of respondents were aged 31–40, female, had earned master's units, possessed moderate to extensive teaching experience, and held Teacher III positions. Teachers strongly agreed that classroom observations were sufficiently frequent, purposeful, and accompanied by constructive feedback. Performance ratings were perceived as fair, transparent, and motivating. A statistically significant strong positive relationship ($r = 0.64$) was found between classroom observation practices and teacher performance ratings. Moderate challenges related to incomplete capture of teaching capabilities, limited time and resources, and occasional unclear criteria were identified. Teachers strongly supported measures providing adequate resources, professional development, clear criteria, and detailed feedback. The study concludes that structured classroom observation practices significantly influence performance ratings and recommends sustaining regular, supportive, and resource-backed observation and evaluation systems. The research aligns with Sustainable Development Goal 4 on quality education by strengthening teacher evaluation and professional growth mechanisms that enhance instructional effectiveness. It contributes to educational and institutional sustainability by promoting fair, development-oriented evaluation practices that support continuous teacher improvement and long-term quality education delivery in a rural school setting.

Keywords: Classroom Observation; Feedback; Performance Ratings; Professional Development; Teacher Evaluation; Teacher Performance; Teaching Effectiveness

1. Introduction

Teacher performance ratings are vital indicators of instructional effectiveness and serve as a foundation for professional growth and accountability in schools. Among the key determinants of these ratings, classroom observation stands out as a primary evaluative mechanism, providing direct and systematic insight into teachers' instructional practices, classroom management, and learner engagement. Through structured observation, school leaders can assess how teaching behaviors align with established performance standards and educational goals. While teacher performance evaluations are widely used to gauge teaching effectiveness, their ability to meaningfully differentiate teacher quality varies across schools. Cowan et al. (2022) noted that although most teachers are often rated as proficient, substantial variation exists in how performance ratings distinguish levels of effectiveness, highlighting the need for more rigorous and evidence-based evaluation practices. Classroom observation serves as a critical link in addressing this gap, offering concrete insights into teachers' professional conduct, instructional strategies, and leadership in the classroom. As Fadlun and Fatmawati (2023) emphasized, teachers are obliged to work professionally, as strong teacher performance fosters effective learning processes and improves student outcomes. Given their role as leaders who guide and empower students, it is essential that performance evaluations grounded in systematic observation accurately reflect teaching quality and support continuous professional improvement.

Despite these benefits, several challenges remain in the effective implementation of classroom observation. Empiales and Obiso (2025) identified key concerns, including the need for ongoing professional development, timely and constructive feedback, and the difficulty of selecting appropriate teaching strategies. These challenges risk reducing classroom observation to a compliance exercise rather than a tool for growth. Furthermore, Steinberg and Sartain (2021) emphasized the importance of adjusting observation scores for classroom and school contexts to produce more equitable and accurate teacher performance ratings. Without these contextual considerations, evaluation systems may yield biased results and unintended consequences, underscoring the necessity of fair, supportive, and development-oriented observation practices. Quality education is fundamentally anchored in teacher quality, as the complex and multifaceted roles of teachers directly shape teaching performance and overall learning outcomes. Bacus, Picardal, Perez, and Balo (2024) highlighted the importance of understanding the factors influencing teacher performance to enhance education quality, given teachers' central role in student learning. Sustaining high levels of teacher performance requires responsive policy reforms informed by teachers' perspectives and supported by empirical research. Wongmahesak, Muthmainnah, Kaur, and Cardoso (2024) further emphasized the need for research-based evaluation systems that prioritize professional development over mere accountability or control. Collectively, these studies underscore that teacher performance is a critical determinant of student achievement, and maintaining it depends on supportive policies, effective evaluation mechanisms, and continuous professional growth.

Foreign literature establishes that teaching requires formal education and continuous development, with performance reflected in instructional planning, method mastery, student engagement, resource use, individualized support, assessment, feedback, and remedial design (Sidabutar et al., 2023; Marwah et al., 2021). Factors influencing performance shape more committed and effective teachers (Rachman, 2021). Clinical supervision and lesson observation enhance instructional practices and school performance. Classroom practices critically affect student achievement, requiring systematic observation, evaluation, and guidance for innovative approaches. Evidence on specific effective practices in inclusive settings remains limited (Finkelstein et al., 2021). Targeted professional development improves instructional quality (Lynch et al., 2025).

Classroom observation is an integral, ongoing component of teaching that provides a constructive reflective framework for evaluating practices, enhancing skills, and developing strengths (Tarusha and Bushi, 2024). It has become standardized for assessment and development; well-designed processes with feedback strengthen teaching quality (Unissa & Alhasan, 2024). Observations promote attention to interactions, collaboration, and professional growth through feedback (Tran & Nguyen, 2023). Local literature shows that understanding performance factors is essential for instructional quality. Self-efficacy strongly correlates to performance (Gamuza et al., 2025), though some demographics are non-significant predictors (Barcelona & Osias, 2025). Younger teachers predominate, educational attainment reflects DepEd emphasis on development, yet limited training access persists, especially in island contexts (Panela, 2025). Teachers seek greater process understanding and more frequent effective observations, though implementation challenges remain.

DepEd positions classroom observation as guaranteeing excellence in basic education and aligning with PPST-RPMS for mentoring, coaching, and evaluation. Observation frequency varies by policy (DepEd, 2023a), with multi-year systems and PPST integration promoting thorough assessment and growth (DepEd, 2023b). Focus has shifted from compliance and error identification toward instructional improvement, skills, relations, and student achievement via feedback, coaching, and mentorship. Effective practices influence learning, evaluated through observation tools and results-based systems. Observation occurs in pre-, actual, and post-phases involving preparation, documentation, rating, agreement, feedback, and recommendations. Teachers initially experience anxiety but come to view observations as opportunities for reflection and improvement that enhance engagement and outcomes.

Foreign studies link organized evaluation and supervision to instructional effectiveness. Task-focused, timely, objective, detailed feedback encourages practice improvements. Well-designed systems enhance teaching and

student outcomes, with gaps highlighting needs for observer training (Gardner, 2021; Williams, 2023). Observations strengthen evaluation, policy, development, instruction, and learning (Fan, 2022). Teachers desire frequent observations, actionable feedback, implementation support, and trusting relationships (Dugaduga et al., 2026). Increased visits and deliberate professional learning follow structured approaches (Price, 2024). Leaders benefit from evidence-based guidance on observations for development (Padgett, 2023). Observer training and disposition critically affect rating effectiveness (Daltoè, 2024), underscoring needs-based professional development (Yasin, 2023; Williams, 2023). Teacher evaluation remains vital given teachers' influence on learning and opportunities.

Local studies identify challenges including inconsistent feedback, unclear expectations, limited aligned professional development, insufficient ICT resources, workload, time constraints, and administrative duties (Jajalla & Alay, 2025; Pantoja & Villocino, 2025; Angeles, Naparan, Celesio, & Ecot, 2023; Lucero, 2024). Proposed measures include strengthening observer training for constructive feedback (Baynosa & Simpal, 2025), linking outcomes to professional development, mentoring, and reflection (Balasabas, 2024), and providing resources such as ICT support (Reños & Pontillas, 2024). Effective systems require trained observers, clear frameworks, and targeted initiatives.

The study is situated at Marintoc National High School in Barangay Marintoc, Municipality of Mobo, Province of Masbate, Philippines. Masbate is a largely rural island province in the Bicol region, comprising Masbate Island proper, Ticao, and Burias, with Visayan cultural influences. It has ancient settlements dating to 4000–3000 BC and historical roles as a Spanish waypoint. The province includes 20 municipalities and one component city. Mobo has a 2024 census population of 41,199 and is subdivided into 29 barangays, including Marintoc (Philippine Statistics Authority, 2025; Wikipedia contributors, 2025a, 2025b). Marintoc had a 2020 population of 2,802 (PhilAtlas, n.d.). The school, established in 1978 and later nationalized, serves as an educational hub for Marintoc, Bagacay, and Balatucan under the Mobo South District, offering senior high school strands under the leadership of Dr. Nora A. Cruel (Wikipedia contributors, 2025a, 2025b). Nationally, the Department of Education's PPST-RPMS framework integrates classroom observation for mentoring, coaching, and evaluation to maintain teaching-learning quality (DepEd, 2023a, 2023b). Globally, classroom observation is recognized as a standardized mechanism for assessment, professional development, and instructional improvement across diverse educational systems (Tarusha and Bushi, 2024; Unissa & Alhasan, 2024; Fan, 2022).

This study is anchored on Bandura's Social Learning Theory (1977), Danielson's Framework for Teaching (2022), and Herzberg's Two-Factor Theory of Motivation (1959). Bandura's Social Learning Theory (1977) posits that individuals learn new behaviors, skills, and attitudes by observing others and modeling their actions, particularly when reinforced, involving attention, retention, reproduction, and motivation (Bandura, 1977). In educational contexts, teachers acquire strategies and management skills by observing peers, mentors, or exemplary practices. Classroom observation thus enables identification of best practices, reflection, and enhanced effectiveness at Marintoc National High School. Danielson's Framework for Teaching (2022) defines effective teaching across Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities, with components and observable elements for structured evaluation, development, and accountability (Danielson Group, 2022). Alignment of observation practices with these domains enables systematic examination of how instructional behaviors and responsibilities impact performance ratings.

Herzberg's Two-Factor Theory of Motivation (1959) distinguishes hygiene factors (e.g., salary, working conditions) that prevent dissatisfaction from motivators (e.g., recognition, achievement, responsibility) that enhance satisfaction and performance (Herzberg, Mausner, & Snyderman, 1959). Structured observation with constructive feedback and acknowledgment serves as a motivator, encouraging improved practices and explaining performance variations through the interplay of hygiene and motivational factors.

The researcher theorized that teacher performance is influenced not only by individual factors such as qualifications, experience, and self-efficacy but also by structured classroom observation practices and feedback mechanisms, which together shape teaching effectiveness, motivation, and professional growth.

Although previous studies have identified factors such as qualifications, experience, and self-efficacy as contributors to teacher performance, there is a lack of focused research on the specific impact of structured classroom observation on performance ratings in the Philippine setting. Existing literature tends to address teacher evaluation in general or emphasize professional development without clearly linking classroom observation practices to measurable performance outcomes. This study seeks to fill this gap by exploring the determinants of teacher performance ratings at Marintoc National High School, particularly examining how classroom observation procedures, feedback strategies, and teacher perceptions influence evaluation results. The insights gained are intended to guide school leaders and policymakers in improving the accuracy, consistency, and effectiveness of teacher evaluation systems.

This research aligns primarily with SDG 4 – Quality Education, by examining how classroom observation practices influence teacher performance ratings and support continuous professional growth, thereby contributing to inclusive, equitable, and effective teaching-learning processes. It also supports SDG 8 – Decent Work and Economic Growth through enhanced professional development and recognition mechanisms that strengthen teacher motivation and instructional effectiveness, and SDG 16 – Peace, Justice, and Strong Institutions by promoting fair, evidence-based, and context-sensitive evaluation systems that reduce bias and support accountability in educational governance. SDG 17 – Partnerships for the Goals is relevant through the potential

for collaborative professional development, mentoring, and stakeholder engagement in refining observation practices.

The study contributes to educational sustainability by strengthening teacher evaluation systems that foster continuous professional growth, instructional quality, and improved student outcomes, ensuring long-term capacity for quality education delivery. It advances institutional sustainability through evidence-based insights that support fair, consistent, and development-oriented observation and performance management frameworks aligned with national standards such as PPST-RPMS. Socio-economic sustainability is addressed by enhancing teacher effectiveness and motivation, which underpin human capital development and community educational progress in a rural island setting. Policy and governance sustainability is reinforced by identifying challenges and measures that can inform more equitable and supportive evaluation practices, reduce unintended consequences and promote accountability.

2. Material and methods

2.1 Research Design

This study employed a descriptive–survey research design to determine the determinants of teacher performance ratings, with particular emphasis on the influence of classroom observation practices. The respondents consisted of forty (40) teachers from Marintoc National High School. A structured questionnaire was utilized as the primary research instrument and was divided into two parts: Part I gathered the respondents’ demographic profile, while Part II consisted of thirty (30) indicators assessing the classroom observation practices experienced by teachers. Teacher performance ratings were obtained from the school’s formal performance evaluation system, providing the basis for examining performance outcomes. Building on these data sources, the study sought to determine the level of teacher performance ratings, examine whether a significant relationship exists between classroom observation practices and teacher performance ratings, identify the challenges encountered by teachers during classroom observations and the performance evaluation process, and gather suggested measures to enhance classroom observation practices and improve teacher performance ratings at Marintoc National High School. All data collected were systematically analyzed, carefully tabulated, and presented to ensure clarity, coherence, and accuracy of interpretation.

2.2 Locale of the Study

The study was conducted at Marintoc National High School, located in Barangay Marintoc, Municipality of Mobo, Province of Masbate, Philippines. The school serves as a key educational institution under the Mobo South District of the Department of Education–Schools Division of Masbate Province and functions as an educational hub for students from Marintoc and neighboring barangays.

2.3 Respondents of the Study

The respondents of the study were the forty (40) teachers currently serving at Marintoc National High School. These teachers provided data on their demographic characteristics, classroom observation experiences, performance ratings based on the school’s evaluation system, challenges encountered, and suggested measures for improvement.

2.4 Sample and Sampling Procedure

A convenience sampling technique was employed, selecting teachers who were readily accessible and willing to participate in the study. The researcher personally administered the questionnaires during the respondents’ available time to ensure proper distribution and completion. All selected respondents returned the accomplished questionnaires, resulting in a 100% response rate. This sampling approach enabled the researcher to efficiently gather complete and reliable data from accessible participants, ensuring the adequacy of responses for data analysis.

2.5 Research Instrument

A researcher-developed survey questionnaire was utilized to gather data on teacher performance ratings and the influence of classroom observation. The instrument was designed to address the specific objectives of the study and was organized into several sections. The first section obtained the demographic profile of the teacher-respondents in terms of age, sex, highest educational attainment, length of teaching experience, and employment status or position. The second section focused on the classroom observation practices experienced by teachers, particularly in terms of frequency of observations, purpose and focus of observations, and feedback and post-observation processes. The succeeding sections assessed the level of teacher performance ratings based on the school’s performance evaluation system, examined the relationship between classroom observation practices and teacher performance ratings, identified the challenges encountered by teachers during classroom observations and the performance evaluation process, and gathered suggested measures to enhance classroom observation practices and improve teacher performance ratings at Marintoc National High School. All items in the questionnaire were rated using a four-point Likert scale measuring the respondents’ level of agreement or disagreement, with 4 corresponding to Strongly Agree, 3 to Agree, 2 to Disagree, and 1 to Strongly Disagree.

2.6 Data Gathering Procedure

After the thesis proposal was approved by the school's thesis committee, a formal request to conduct the study was prepared, endorsed by the thesis adviser, and submitted to the Schools Division Superintendent of Masbate Province and the Public Schools District Supervisor for official authorization. Once the necessary approval was granted, the researcher coordinated with Marintoc National High School and personally distributed the validated survey questionnaires to ensure that all identified respondents were reached. The retrieval of responses took longer than the initial schedule due to overlapping school activities, yet all questionnaires were eventually collected, resulting in a 100% response rate. The gathered data were tallied, tabulated, and subjected to appropriate statistical analyses with the assistance of a qualified statistician. The findings were analyzed and interpreted to address the research questions. The manuscript was then prepared, reviewed, and refined based on the feedback from the thesis adviser and panel members during the Proposal, Pre-Oral, and Final Oral Defense stages.

2.7 Data Analysis Techniques

Frequency count and percentage were used to describe the demographic profile of the respondents, including age, sex, highest educational attainment, length of teaching experience, and employment status or position. The percentage was computed using the formula $P(\%) = (f / N) \times 100$, where P is the percentage, f is the frequency, and N is the total number of respondents. Weighted mean was applied to determine the classroom observation practices experienced by teachers in terms of frequency of observations, purpose and focus of observations, and feedback and post-observation processes. It was also used to assess the level of teacher performance ratings based on the school's performance evaluation system, identify the challenges encountered by teachers during classroom observations and the performance evaluation process, and summarize the suggested measures for enhancing classroom observation practices and improving teacher performance ratings. The weighted mean was calculated as the sum of the products of frequency and scale value divided by the total number of frequencies. Pearson Product-Moment Correlation Coefficient (r) was used to examine the relationship between classroom observation practices and teacher performance ratings, allowing assessment of the strength and direction of the association. Correlation strength was interpreted according to standard ranges from very strong negative to very strong positive.

3. Results and Discussion

3.1 Demographic Profile of the Teachers

3.1.1 Age

Out of the 40 teachers, twenty-one (21) or 52.50% belonged to the 31-40 years old age group, twelve (12) or 30.00% were aged 41-50 years old, six (6) or 15.00% were within the 26-30 years old bracket, one (1) or 2.50% was aged 51 years old and above, while none (0%) were between 20–25 years old. This distribution indicates that the majority of the teachers are in the 31-40 age group, suggesting that most of them are in their prime or mid-career stage with adequate professional experience. Such an age composition reflects a relatively mature and stable teaching workforce that is likely capable of handling instructional demands while remaining adaptable to innovations and changes in the educational system.

3.1.2 Sex

Out of the 40 teachers, thirty-one (31) or 77.50% were female, while nine (9) or 22.50% were male. This indicates that the teaching workforce is predominantly female, which reflects the common trend in the teaching profession where women comprise a larger proportion of educators. Such a distribution suggests a diverse teaching environment where both male and female teachers contribute to instructional delivery, classroom management, and learner development.

3.1.3 Highest Educational Attainment

Out of the 40 teachers, twenty-three (23) or 57.50% had earned units in a master's degree, ten (10) or 25.00% were bachelor's degree graduates, and seven (7) or 17.50% were master's degree graduates. None of the respondents had earned units in a doctorate degree or completed a doctorate degree. This distribution indicates that the majority of teachers have pursued graduate-level studies, reflecting their commitment to professional growth and continuous learning. The presence of teachers with advanced education suggests a strong academic foundation that can enhance instructional quality, pedagogical competence, and overall educational effectiveness in the school. Research also shows that teachers with higher qualifications tend to demonstrate greater confidence and classroom effectiveness.

3.1.4 Length of Teaching Experience

Most teachers have moderate to extensive teaching experience. Five (5) or 12.50% had 1-5 years of experience, and four (4) or 10.00% had been in the profession for 16 years and above. None of the respondents had less than one year of teaching experience. This distribution shows that most teachers have moderate to extensive teaching experience, indicating a well-established and competent teaching workforce. Such experience levels suggest that

teachers are likely equipped with practical classroom skills and professional maturity, which can positively influence instructional effectiveness and student learning outcomes.

3.1.5 Employment Status/Position

Out of the 40 teachers, eighteen (18) or 45.00% were Teacher III, twelve (12) or 30.00% were Teacher II, and ten (10) or 25.00% were Teacher I. None of the respondents held Master Teacher I, II, or III positions. This distribution indicates that a large proportion of the teaching staff occupy higher teacher ranks, suggesting accumulated experience, professional competence, and progression within the teaching profession. The absence of Master Teachers implies opportunities for future career advancement and leadership development among the teaching workforce. While educational attainment and rank appear to contribute to professional capability, other demographic factors such as sex, age, civil status, family monthly income, teaching status, position, and length of teaching experience were found not to be significant predictors of teaching performance (Barcelona & Osias, 2025). These findings suggest that the teachers' qualifications and professional rank, rather than other personal or demographic characteristics, play a more direct role in influencing teaching effectiveness and classroom performance.

3.2 Classroom Observation Practices Experienced by Teachers

3.2.1 Frequency of Observations

The indicator "I am observed enough to reflect my teaching performance accurately" obtained the highest weighted mean of 3.60, verbally interpreted as Strongly Agree and ranked 1. This was followed by "The frequency of observations motivates me to maintain consistent teaching quality," which garnered a weighted mean of 3.50, also interpreted as Strongly Agree and ranked 2. "Classroom observations are conducted regularly" ranked 3 with a weighted mean of 3.30, interpreted as Strongly Agree. The indicator "Observations are sometimes too infrequent to capture my typical teaching style" obtained the lowest rank at 4 with a weighted mean of 3.10 and was verbally interpreted as Agree. The overall weighted mean was 3.38, interpreted as Strongly Agree. Teachers generally perceive the frequency of classroom observations as adequate and motivating for maintaining teaching quality. The high overall agreement suggests that regular observations support accurate reflection of performance, although occasional perceptions of insufficient frequency point to opportunities for further calibration of observation schedules.

3.2.2 Purpose and Focus of Observations

Teachers reported high levels of agreement regarding the purpose and focus of observations, with overall responses falling in the Strongly Agree range, indicating that observations were viewed as purposeful and oriented toward instructional improvement and professional standards. The findings imply that when observation purposes are clear and focused on development rather than mere compliance, teachers are more likely to engage constructively with the process and apply insights to their practice.

3.2.3 Feedback and Post-Observation Processes

The indicator "Post-observation discussions are conducted professionally and constructively" obtained the highest weighted mean of 3.73, verbally interpreted as Strongly Agree and ranked 1. This was followed by "I have the opportunity to clarify feedback with observers," which had a weighted mean of 3.65, also interpreted as Strongly Agree and ranked 2. The indicator "Feedback is timely and specific, highlighting strengths and areas to improve" ranked 3 with a weighted mean of 3.63, interpreted as Strongly Agree. Meanwhile, "Sometimes, feedback is brief, vague, or not useful" obtained the lowest rank at 4 with a weighted mean of 2.73 and was verbally interpreted as Agree. The overall weighted mean of 3.43 was interpreted as Strongly Agree. Teachers generally perceive post-observation feedback and discussions as constructive, professional, and beneficial to their instructional practices. This suggests that timely, clear, and collaborative feedback processes contribute to teachers' reflective practice and continuous professional growth, even as minor inconsistencies in feedback quality highlight areas for further improvement. The post-observation phase involves rating, inter-observer agreement, feedback, and recommendations to support professional growth. These phases collectively enhance teaching effectiveness and promote student learning.

3.3 Level of Teacher Performance Ratings

The indicator "Performance ratings provide a clear benchmark for my professional development" obtained the highest weighted mean of 3.73, verbally interpreted as Strongly Agree and ranked 1. This was followed by "Ratings motivate me to improve my teaching practices" with a weighted mean of 3.70, interpreted as Strongly Agree and ranked 2. "I believe that consistent classroom observations contribute to fair performance ratings" ranked 3 with a weighted mean of 3.68. Other indicators also fell within Strongly Agree, including clear communication of criteria (3.58) and reflection of actual teaching performance (3.48). The overall weighted mean was 3.58, interpreted as Strongly Agree. Teachers view their performance ratings as largely reflective of actual practice, motivational, and useful as benchmarks for development. The high overall agreement indicates that the school's evaluation system is perceived as supportive of professional growth when linked to consistent observation.

3.4 Significant Relationship Between Classroom Observation Practices and Teacher Performance Ratings

There is a strong positive linear relationship between classroom observation practices and teacher performance ratings, as indicated by a computed r-value of 0.64. This r-value is greater than the critical r-value of 0.3120 at a 0.05 level of significance, with 38 degrees of freedom. Given that the computed r-value exceeds the critical value, the null hypothesis is rejected, indicating that the relationship between these variables is statistically significant. These findings suggest that consistent and structured classroom observation practices are closely associated with higher teacher performance ratings. This implies that regular observations, clear feedback, and constructive post-observation discussions can positively influence teachers' performance, providing a mechanism for professional growth and improvement in instructional effectiveness. Well-implemented classroom observations can also strengthen teacher evaluation systems, guide educational policy, support professional development, enhance instructional quality, and improve student learning outcomes (Fan, 2022). Based on these observations, the study anticipated a significant relationship between the effectiveness of classroom observation practices and the performance ratings of teachers, highlighting the critical role of structured evaluation in fostering teacher development and instructional excellence.

3.5 Challenges Encountered During Classroom Observations and the Performance Evaluation Process

The indicator "Observation results do not always capture my full teaching capabilities" obtained the highest weighted mean of 3.35, verbally interpreted as Strongly Agree and ranked 1. This was followed by "Limited time or resources affects my performance during observations" with a weighted mean of 3.18, interpreted as Agree and ranked 2. The indicator "Sometimes, the criteria used for evaluation do not reflect actual classroom conditions" ranked 3 with a weighted mean of 2.98, interpreted as Agree. Other indicators, including stress or anxiety (2.93), lack of sufficient support or guidance (2.75), and occasional inconsistency or unclear processes (2.58), were interpreted as Agree. The overall weighted mean was 2.96, interpreted as Agree. Teachers acknowledge several practical challenges, particularly the limited ability of single observations to fully represent teaching capabilities and constraints related to time and resources. These findings highlight the need for more comprehensive, context-sensitive, and supportive evaluation processes to reduce anxiety and improve the accuracy and fairness of ratings.

3.6 Suggested Measures to Enhance Classroom Observation Practices and Teacher Performance Ratings

The indicator "Teachers should be given adequate resources and support to perform effectively during observations and evaluations" obtained the highest weighted mean of 3.80, verbally interpreted as Strongly Agree and ranked 1. This was followed by "Professional development programs should be offered to help teachers improve teaching practices and performance ratings" with a weighted mean of 3.78, interpreted as Strongly Agree and ranked 2. The indicator "Performance evaluation criteria should be clearly communicated and consistently applied" ranked 3 with a weighted mean of 3.73, while "Feedback and post-observation discussions should be more detailed, constructive, and supportive" ranked 4 with a weighted mean of 3.68. Indicators related to more frequent observations also received Strongly Agree ratings. The overall weighted mean of 3.65 was interpreted as Strongly Agree. Teachers strongly support measures aimed at improving classroom observation and performance evaluation processes. This suggests that providing adequate resources, professional development, clear evaluation criteria, and constructive feedback can significantly enhance instructional quality and teacher performance, fostering a more effective and supportive teaching environment. Research emphasizes that optimizing classroom observations through tailored and formative frameworks enhances their effectiveness as tools for teacher evaluation and continuous professional growth. By applying feedback and developing strategies to manage observation-related stress, teachers are able to improve their instructional practices, resulting in increased student engagement and better academic outcomes.

4. Conclusion & Recommendations

The demographic profile of the teacher-respondents at Marintoc National High School shows that the majority belonged to the 31–40 age group, were female, had earned units toward a master's degree, had 6–10 years of teaching experience, and held the position of Teacher III. Teachers generally perceive classroom observations as sufficiently frequent and meaningful, viewing their purpose and focus as purposeful and centered on instructional improvement, while regarding post-observation feedback as constructive and beneficial for professional growth despite minor inconsistencies. Performance ratings based on the school's evaluation system are perceived as fair, transparent, and motivating, providing guidance for professional development. A statistically significant strong positive relationship exists between classroom observation practices and teacher performance ratings, indicating that consistent and structured observations with clear feedback positively influence performance. Teachers experience moderate challenges related to limited time, unclear criteria, and incomplete capture of instructional capabilities. Overall, teachers strongly support measures that provide adequate resources, professional development, clear evaluation criteria, and constructive feedback to enhance observation practices and performance ratings.

Based on the findings and conclusions, it is recommended to support teachers' professional growth through access to graduate studies, scholarships, and in-service training; maintain regular, structured, and purposeful observations that emphasize reflective teaching and professional dialogue; ensure the evaluation system is fair, transparent, and clearly communicated; institutionalize consistent observations with clear criteria and constructive post-observation feedback; allocate sufficient time, clarify evaluation criteria, and use varied tools to capture teachers' instructional capabilities effectively; provide adequate resources, targeted professional development, clear guidelines, and ongoing constructive feedback; and promote a collaborative and motivating school culture that encourages continuous professional improvement, recognizes teacher efforts, and reinforces high instructional standards.

5. Compliance with ethical standards

Prior to data collection, formal approval was obtained from the Schools Division Superintendent of Masbate Province and the Public Schools District Supervisor. Participation was voluntary, and the researcher personally administered the questionnaires to the 40 teacher-respondents at Marintoc National High School. Confidentiality and anonymity of responses were strictly maintained, with data used solely for academic purposes.

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