

Classroom Observation Practices and Teachers' Instructional Growth

Jovita P. Holanda

*Master of Arts in Education, Major in Educational Management, Eastern Samar State University,
Guiuan Campus, Guiuan, Eastern Samar, Philippines*

Email of Corresponding Author: jovita.holanda@deped.gov.ph

Publication history:

Received: September 17, 2026

Revised: October 19, 2026

Accepted: October 23, 2026

Published: October 24, 2026

International Journal of Sustainable and Integrated Studies, Vol. 1, No. 3, pp. 763–771, October 2026.

Abstract

This study examined the association between teachers' perceptions of classroom observation practices and their perceived instructional growth in public elementary schools across three Guiuan Districts, Schools Division of Eastern Samar, during School Year 2025-2026. Guided by Sociocultural Theory, Self-Efficacy Theory, and Feedback Intervention Theory, the study used a quantitative descriptive-correlational design and a researcher-developed, expert-reviewed questionnaire. Descriptive statistics and Pearson's product-moment correlation were used to analyze the responses. Teachers reported favorable perceptions of observation frequency ($M = 4.90$), feedback and guidance ($M = 4.80$), observation criteria ($M = 4.70$), and administrative support ($M = 4.90$). They also reported frequent practices associated with perceived instructional growth in lesson planning ($M = 4.77$), classroom management ($M = 4.83$), instructional strategies ($M = 4.59$), and assessment and feedback ($M = 4.76$). A weak but statistically significant positive association was found between classroom observation perceptions and perceived instructional growth ($r = .257$, $p = .044$). Relatively lower-rated indicators included reflective post-observation discussions, advance explanation of criteria, instructional technology integration, and timely learner feedback. The findings support more constructive observation feedback, clearer criteria, and targeted professional development. Aligned with Sustainable Development Goal 4, the study highlights institutional supervision practices that may contribute to sustained instructional quality.

Keywords: Classroom Observation, Feedback and Guidance, Instructional Supervision, Perceived Instructional Growth, Professional Development, Teachers' Perceptions

1. Introduction

Classroom observation has been recognized as an essential component of instructional supervision and teacher professional development. It has provided opportunities to evaluate instructional practices, identify areas for improvement, and strengthen teaching effectiveness through constructive feedback and professional collaboration. However, its developmental value may be associated with teachers' perceptions of observation procedures, feedback quality, evaluation criteria, and administrative support. Recent studies emphasized that observation systems should balance accountability with professional learning to encourage reflection and sustained instructional improvement (Bhagwandhin et al., 2025; Lemut Bajec, 2026). This study examined the relationship between teachers' perceptions of classroom observation practices and their perceived instructional growth among public-school teachers in the Guiuan Districts, with particular attention to professional development and educational sustainability.

Classroom observation has served as a systematic process of examining teaching practices to support instructional evaluation, professional reflection, and continuous improvement. When implemented through supportive supervision, observation has enabled educators to identify instructional strengths, address professional learning needs, and improve classroom practices. Unissa and Alhasan (2024) emphasized the contribution of observation

and feedback to teacher professional development, while Bhagwandhin et al. (2025) found that post-observation professional learning conversations encouraged reflective practice and evidence-informed instructional improvement. Despite these benefits, classroom observation has also generated anxiety when teachers perceived it primarily as an evaluative requirement. Lemut Bajec (2026) found that teachers generally valued classroom observation as a source of constructive feedback and professional reflection, although supervision-related pressure and perceived subjectivity remained concerns. Similarly, Peña et al. (2026) reported that Philippine public elementary school teachers regarded observation as both developmental and evaluative, with judgmental feedback contributing to stress and anxiety. These findings emphasized the importance of examining teachers' perceptions because the perceived purpose, fairness, and usefulness of observation could influence their willingness to accept feedback and improve instructional practices.

Teachers' perceptions of classroom observation practices were examined through four interrelated dimensions: frequency of classroom observations, feedback and guidance, clarity and relevance of observation criteria, and administrative support. Observation frequency concerned the regularity of instructional monitoring and the opportunities provided for professional improvement. Classroom observations conducted within structured professional learning processes were found to support reflective teaching and the identification of instructional needs. However, their developmental contribution depended on meaningful feedback and opportunities to apply recommendations (Bhagwandhin et al., 2025). Feedback quality was particularly important in translating observation findings into instructional improvement. Levi-Nielsen et al. (2026), through a systematic review and meta-analysis, established the effectiveness of performance feedback as a professional development strategy for improving teachers' instructional behaviors. Similarly, Röhl et al. (2025) found that feedback interventions were more beneficial when teachers received assistance in interpreting feedback and implementing instructional adjustments. Although their study focused on student-to-teacher feedback, its findings reinforced the broader importance of actionable feedback and professional support. The clarity and relevance of observation criteria also influenced teachers' confidence in the evaluation process. Kohake (2024) demonstrated the applicability and inter-rater reliability of a structured classroom observation instrument across instructional contexts, highlighting the importance of consistent assessment standards. Administrative support further contributed to teachers' professional development through mentoring, coaching, and instructional assistance. Herrano (2025) identified constructive feedback and professional support as important elements of teachers' classroom observation experiences, while Lemut Bajec (2026) emphasized opportunities for self-reflection and improvement following observation. Teachers' perceived instructional growth was examined in terms of improvements in lesson planning and preparation, classroom management, instructional strategies and techniques, and assessment and feedback practices. These dimensions reflected teachers' self-assessed professional development associated with observation-related experiences and guidance (Reños & Pontillas, 2024; Bhagwandhin et al., 2025).

Internationally, classroom observation has remained an important mechanism for teacher evaluation, instructional feedback, and professional learning. The Organisation for Economic Co-operation and Development (OECD, 2025) highlighted the importance of teacher appraisal, professional collaboration, and feedback in supporting teaching quality. Research conducted in different educational settings likewise indicated that effective observation required constructive communication, reliable assessment procedures, and opportunities for professional reflection (Unissa & Alhasan, 2024; Lemut Bajec, 2026). In the Philippines, classroom observation has been guided by the Philippine Professional Standards for Teachers (PPST), which established expectations for instructional competence and professional development (Department of Education, 2017). The Department of Education (2023) introduced multi-year RPMS-PPST guidelines to strengthen performance assessment and professional growth. Subsequently, the Department of Education (2025) established the Multi-Year Performance Management and Evaluation System (PMES) for school years 2025-2026 to 2027-2028, emphasizing streamlined evaluation, coaching, mentoring, and meaningful instructional feedback. Recent Philippine studies provided empirical evidence regarding teachers' experiences of classroom observation. Caratiquit and Pablo (2021) found that public-school teachers recognized observation as a means of evaluating instructional performance and identifying professional development needs during educational adjustments. Reños and Pontillas (2024) reported significant relationships between classroom observation processes and teachers' professional development activities in Bukidnon, emphasizing the contribution of observation to instructional knowledge and professional growth. Similarly, Escobarte (2024) examined the utilization of RPMS classroom observation tools among MAPEH teachers in Tacloban City, highlighting the importance of professional development, collaboration, and feedback. Cui et al. (2025) found that teachers in Northern Samar generally perceived the Classroom Observation Tool positively, particularly in assessing instructional competencies, although insufficient resources, time constraints, and limited training affected implementation. Empiales and Obiso (2025) identified reflective discussions and constructive feedback as important aspects of classroom observation among public elementary school teachers in Dumanjug District II. Caranyagan and Loquere (2025) likewise reported positive perceptions of classroom observation tools and recommended professional development, peer mentoring, and continuous refinement of observation practices. More recently, Peña et al. (2026) documented how public elementary school teachers in Pampanga experienced classroom observation during curriculum reform, emphasizing the need for supportive feedback, observer preparation, and a developmental observation culture. Collectively, these findings

demonstrated that classroom observation remained relevant to instructional supervision while revealing differences in teachers' experiences across educational contexts.

The study was anchored in Sociocultural Theory, Self-Efficacy Theory, and Feedback Intervention Theory, which collectively explained how professional interaction, individual beliefs, and feedback processes could contribute to instructional development. Vygotsky's Sociocultural Theory emphasizes learning through social interaction, collaboration, and guided assistance (Vygotsky, 1978). Applied to classroom observation, the theory provided a basis for understanding how school heads, master teachers, and instructional supervisors could facilitate professional learning through mentoring, reflective dialogue, and instructional guidance. Recent evidence from Bhagwandhin et al. (2025) supported the relevance of collaborative observation and professional learning conversations in developing reflective instructional practices. Bandura's Self-Efficacy Theory explains how individuals' beliefs in their capabilities influence motivation, persistence, and performance (Bandura, 1977). In the context of classroom observation, the theory explained how teachers' confidence and willingness to improve could be shaped by evaluation experiences, feedback, and professional encouragement. Teachers who perceived observation as supportive were considered more receptive to instructional adjustments, while unfavorable experiences could contribute to apprehension and reduced confidence (Lemut Bajec, 2026; Peña et al., 2026). Feedback Intervention Theory explains how feedback influences performance by directing attention toward tasks, goals, and improvement strategies (Kluger & DeNisi, 1996). Its relevance to the study was supported by Levi-Nielsen et al. (2026), who demonstrated the effectiveness of performance feedback in promoting changes in teachers' instructional behaviors. Guided by these theories, the conceptual framework identified two principal variables: teachers' perceptions of classroom observation practices, comprising observation frequency, feedback and guidance, evaluation criteria, and administrative support; and teachers' perceived instructional growth, comprising lesson planning, classroom management, instructional strategies, and assessment practices. The framework proposed a possible association between these variables without assuming that favorable observation experiences necessarily caused instructional improvement.

Previous studies established the relevance of classroom observation to instructional supervision, professional development, and teaching performance. International research emphasized reflective observation practices, feedback effectiveness, and reliable evaluation procedures (Kohake, 2024; Bhagwandhin et al., 2025; Levi-Nielsen et al., 2026). Philippine studies examined observation tool utilization, implementation challenges, professional development activities, and teachers' experiences across different educational divisions (Reños & Pontillas, 2024; Cui et al., 2025; Empiales & Obiso, 2025). However, these studies differed in their populations, research designs, and observation indicators. The reviewed evidence did not establish how the four specified dimensions of classroom observation practices were associated with teachers' perceived instructional growth across lesson preparation, classroom management, instructional strategies, and assessment practices in the Guiuan Districts. Moreover, the PMES framework introduced a relevant policy context for examining teachers' observation experiences (Department of Education, 2025). Accordingly, the present study aimed to determine teachers' perceptions of classroom observation frequency, feedback and guidance, clarity and relevance of observation criteria, and administrative support. It also assessed teachers' perceived instructional growth in planning and preparing lessons, managing classrooms, implementing instructional strategies, and conducting assessment and feedback practices. Furthermore, it examined whether a significant relationship existed between teachers' perceptions of classroom observation practices and their perceived instructional growth. The study focused on public-school teachers in the Guiuan Districts who had undergone formal classroom observation during the school year covered by the investigation. It employed a quantitative approach using a researcher-made questionnaire to gather data on teachers' perceptions and perceived instructional growth. The investigation was limited to self-reported perceptions and professional growth indicators rather than independently measured changes in teaching performance or learner achievement. Through this approach, the study examined context-specific relationships relevant to instructional supervision and teacher professional development.

The study was primarily aligned with Sustainable Development Goal 4, Quality Education, which promotes inclusive and equitable education and lifelong learning opportunities. UNESCO (2024) emphasized the importance of strengthening teacher development, professional support, and institutional capacity to improve education systems. By examining the relationship between classroom observation practices and teachers' perceived instructional growth, the study addressed issues relevant to strengthening professional learning and instructional supervision. Its emphasis on constructive feedback, clear evaluation procedures, and administrative support was consistent with efforts to improve teacher competencies and sustain educational quality.

The study addressed educational sustainability by examining professional supervision practices associated with teachers' continuous instructional development. Its investigation of feedback quality, observation procedures, and instructional support was relevant to strengthening reflective practice, instructional planning, classroom management, and assessment practices (Reños & Pontillas, 2024; Bhagwandhin et al., 2025). Its institutional sustainability implications concerned the development of consistent, supportive, and professionally meaningful observation practices. The study examined issues that could inform school heads, instructional supervisors, and

professional development coordinators in refining mentoring, coaching, and evaluation procedures. Furthermore, the investigation addressed educational governance by examining district-level experiences relevant to the implementation and continuous improvement of DepEd performance management practices (Department of Education, 2025). Through its emphasis on continuous professional learning and evidence-informed instructional supervision, the study provided a basis for understanding how classroom observation practices were associated with perceived teacher development and their potential relevance to sustainable educational quality.

2. Materials and Methods

2.1 Research Design

The study employed a quantitative descriptive-correlational research design to examine the relationship between teachers' perceptions of classroom observation practices and their perceived instructional growth. The descriptive component summarized teachers' perceptions of classroom observation practices and their perceived instructional growth, while the correlational component examined the association between these variables. This design was appropriate because it allowed the investigation of existing conditions and statistical associations without manipulating the variables, consistent with quantitative research principles (Creswell & Creswell, 2022).

2.2 Locale of the Study

The study was conducted in public elementary schools within the three Guiuan Districts, Schools Division of Eastern Samar, during School Year 2025-2026. These schools implemented classroom observation as part of instructional supervision and teacher performance evaluation aligned with the Philippine Professional Standards for Teachers (PPST). The observation practices were situated within the Department of Education's performance management framework, including the RPMS-PPST guidelines and the Multi-Year Performance Management and Evaluation System (PMES) applicable to School Year 2025-2026 (Department of Education, 2023, 2025).

2.3 Respondents of the Study

The study involved public elementary school teachers assigned to the three Guiuan Districts, Schools Division of Eastern Samar, during School Year 2025-2026. Eligible participants were teachers who had undergone at least one formal classroom observation conducted by a school head or master teacher using PPST-aligned observation tools. Participation was based on eligibility and willingness to participate in the study.

2.4 Sample and Sampling Procedure

The study employed simple random sampling to select respondents from eligible public elementary school teachers in the three Guiuan Districts, Schools Division of Eastern Samar. This probability sampling technique was intended to provide each eligible teacher with an equal chance of selection and minimize potential selection bias. The approach was considered appropriate for the descriptive-correlational design because it supported the selection of respondents for examining teachers' perceptions of classroom observation practices and their perceived instructional growth (Ahmed, 2024).

2.5 Research Instrument

The study utilized a researcher-made questionnaire developed from related literature, RPMS-PPST guidelines, and previous studies concerning classroom observation and instructional growth. The instrument consisted of two parts. The first assessed teachers' perceptions of classroom observation practices in terms of observation frequency, feedback and guidance, clarity and relevance of observation criteria, and administrative support. Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The second assessed teachers' perceived instructional growth in lesson planning and preparation, classroom management, instructional strategies and techniques, and assessment and feedback practices. Responses were measured using a five-point frequency scale ranging from 1 (Never) to 5 (Always). The questionnaire underwent content validation by a panel of school heads, master teachers, and educational research specialists. The experts evaluated the instrument's clarity, relevance, alignment with research variables, and language appropriateness. Their recommendations were incorporated into the final instrument, consistent with established scale development and validation principles (DeVellis & Thorpe, 2021). Expert validation yielded mean ratings of 4.74 for observation frequency, 4.76 for feedback and guidance, 4.67 for clarity and relevance of observation criteria, and 4.70 for administrative support. For perceived instructional growth, the ratings were 4.69 for lesson planning and preparation, 4.61 for classroom management, 4.73 for instructional strategies and techniques, and 4.80 for assessment and feedback practices. These ratings were interpreted as highly relevant, indicating favorable expert assessments of the instrument's content. A pilot test was conducted among teachers who were excluded from the main study. Cronbach's alpha was identified as the measure of internal consistency, with a coefficient of .70 adopted as the minimum acceptable threshold. However, the numerical reliability coefficients obtained from the pilot test were not available for reporting. Thus, although the instrument underwent expert content validation, its internal consistency could not be verified from the reported information.

2.6 Data Gathering Procedure

Data collection followed the procedures of securing administrative permission, distributing questionnaires, retrieving completed instruments, and organizing responses for statistical analysis. The researcher requested authorization from the Schools Division Superintendent and District Supervisor before administering the questionnaire. Following approval, questionnaires were distributed personally or through coordination with school heads to qualified teacher-respondents who had experienced formal classroom observation. Completed questionnaires were retrieved within the agreed period, with follow-up coordination conducted as necessary. The responses were coded, organized, and encoded for statistical analysis. Unique codes were assigned to questionnaires to protect respondents' identities and facilitate systematic data processing.

2.7 Data Analysis Techniques

The collected data were analyzed using descriptive statistics and Pearson's product-moment correlation coefficient. Weighted means were used to summarize teachers' perceptions of classroom observation practices and their perceived instructional growth across the identified dimensions. The five mean-score interpretation intervals were 1.00-1.80, 1.81-2.60, 2.61-3.40, 3.41-4.20, and 4.21-5.00. Because the questionnaire employed separate agreement and frequency scales, the mean scores were interpreted according to their respective response anchors. Pearson's product-moment correlation coefficient was used to examine the strength and direction of the association between the two principal variables, with statistical significance evaluated at the .05 level.

2.8 Ethical Considerations

The study's ethical procedures were guided by the Data Privacy Act of 2012, or Republic Act No. 10173, which establishes requirements for the lawful processing and protection of personal information (Republic of the Philippines, 2012). The research protocol emphasized voluntary participation, informed consent, confidentiality, transparency, and the protection of respondents' rights. The ethical procedures emphasized informing participants about the study's purpose, the voluntary nature of participation, and their right to withdraw without penalty. The data management protocol included collecting only information necessary for the research objectives, assigning unique respondent codes, restricting access to collected information, and implementing appropriate security safeguards. Provisions for secure storage, controlled retention, confidentiality protection, and disposal of physical and electronic records were incorporated into the protocol. The ethical framework also emphasized fairness, non-discrimination, beneficence, and non-maleficence to minimize potential psychological or professional risks. The researcher's academic adviser was designated as the point person for data ethics, while provisions for addressing possible data breaches included risk assessment, notification, and corrective measures. These procedures were intended to uphold respondents' dignity, protect personal information, and promote accountability throughout the research process.

3. Results and Discussion

3.1 Teachers' Perceptions of Classroom Observation Practices

3.1.1 Frequency of Classroom Observations Conducted

The findings revealed highly favorable perceptions of classroom observation frequency, with a grand mean of 4.90, indicating strong agreement with the observation-frequency statements. The appropriateness of observation frequency for instructional improvement received the highest mean of 4.95, followed by the regular conduct of observations throughout the school year at 4.94. The lowest mean of 4.84 concerned the absence of disruption to regular teaching routines. These results indicated that teachers generally perceived observation frequency and scheduling as appropriate for instructional supervision. The findings suggested that classroom observations were regarded as an established and manageable component of teachers' professional responsibilities. The high ratings reflected favorable perceptions of observation regularity and its potential contribution to instructional improvement. Torres et al. (2024) similarly emphasized that effective classroom observation requires systematic implementation, observer competence, actionable feedback, and professional collaboration to support teacher development.

3.1.2 Feedback and Guidance Provided During Observations

Teachers reported highly favorable perceptions of feedback and guidance, obtaining a grand mean of 4.80, indicating strong agreement with the feedback-and-guidance statements. Prompt feedback following classroom observations received the highest mean of 4.97, followed by the identification of instructional areas requiring improvement at 4.90. Post-observation discussions that encouraged reflection received the lowest mean of 4.52. These findings indicated that teachers generally perceived observation feedback as timely, constructive, and relevant to their instructional practices. The findings highlighted the importance of feedback in supporting professional reflection and instructional development. Although all indicators received favorable ratings, reflective post-observation discussions represented a comparatively lower-rated area. Frasier (2022) found that teachers considered observational feedback most useful when it provided actionable recommendations informed by the observer's understanding of pedagogy, subject content, and classroom context. This supported the importance of strengthening meaningful feedback discussions following classroom observation.

3.1.3 Clarity and Relevance of Observation Criteria

The findings showed favorable perceptions of the clarity and relevance of classroom observation criteria, with a reported grand mean of 4.70, indicating strong agreement with the observation-criteria statements. The relevance of observation criteria to teachers' instructional contexts received the highest mean of 4.85, followed by understanding performance ratings at 4.82. The lowest mean of 4.60 concerned the explanation of observation criteria before the observation process. These findings indicated that teachers generally considered the evaluation criteria relevant and understandable, although advance clarification received comparatively lower ratings. The results suggested that clear evaluation standards were important in promoting teachers' understanding of classroom observation procedures. The comparatively lower rating for advance explanation emphasized the need for consistent communication of observation expectations. Sajul and Castil (2026) highlighted the importance of structured observation procedures, feedback quality, and alignment with professional development goals in supporting teachers' positive experiences of classroom observation.

3.1.4 Support Received from Administrators During Observation

Administrative support obtained a grand mean of 4.90, reflecting teachers' strong agreement with statements concerning the support provided by school administrators during classroom observations. The statement that administrators treated classroom observation as a developmental process received the highest mean of 4.98. Administrative approachability and encouragement both obtained means of 4.94, while the promotion of professional trust received the lowest mean of 4.79. These findings demonstrated that teachers generally perceived school administrators as supportive throughout the observation process. The results suggested that administrative encouragement, accessibility, and developmental supervision were positively regarded by teachers. However, professional trust remained the comparatively lowest-rated indicator, emphasizing its importance in strengthening collaborative observation practices. Tarusha and Bushi (2024) established the relevance of structured classroom observation tools and constructive supervisory guidance in helping teachers evaluate their practices, identify professional development needs, and improve instructional competence.

3.2 Teachers' Perceived Instructional Growth

3.2.1 Planning and Preparation of Lessons

The findings revealed a high level of perceived instructional growth in lesson planning and preparation, with a reported grand mean of 4.77, indicating a high reported frequency of lesson-planning and preparation practices. Setting professional growth goals based on observation results received the highest mean of 4.92, followed by adjusting lesson objectives based on feedback at 4.82. Planning lessons more systematically after observation received the lowest mean of 4.65. These results indicated that teachers perceived classroom observation as beneficial to professional goal setting, instructional alignment, and lesson preparation. The findings suggested that observation-related feedback was associated with teachers' perceived improvements in planning and preparation, particularly in establishing professional development goals. The comparatively lower rating for systematic lesson planning indicated an area that could benefit from additional instructional guidance. Burns (2022) emphasized the importance of transforming classroom observation from an evaluative activity into a supportive process that promotes professional dialogue, reflection, and instructional improvement.

3.2.2 Classroom Management Skills

Teachers reported highly favorable perceptions of instructional growth in classroom management, obtaining a grand mean of 4.83, indicating a high reported frequency of classroom-management practices. Improved use of instructional time following classroom observation received the highest mean of 5.00, followed by improved transitions between learning activities at 4.81. Managing learner behavior more effectively after observation feedback received the lowest mean of 4.76. These results indicated that teachers perceived improvements in instructional time management, classroom routines, and the maintenance of productive learning environments. The findings suggested that classroom observation feedback was associated with teachers' perceived improvements in classroom organization and instructional management. Although all indicators received favorable ratings, learner behavior management remained a comparatively lower-rated area. Duan et al. (2024), through a systematic review and meta-analysis, established that teachers' classroom management self-efficacy was associated with teacher-related, classroom-related, and school-related factors, including classroom climate and school leadership. These findings reinforced the importance of professional support in developing classroom management competence.

3.2.3 Instructional Strategies and Techniques

The findings indicated favorable perceptions of instructional growth in teaching strategies and techniques, with a grand mean of 4.59, indicating a high reported frequency of instructional strategies and techniques. Varying teaching strategies based on observation feedback received the highest mean of 4.76, followed by improved higher-order questioning techniques at 4.68. Learner-centered approaches and differentiated instruction both obtained 4.55, while integrating instructional technologies received the lowest mean of 4.42. These results indicated perceived improvements in instructional flexibility and teaching approaches, although technology

integration received comparatively lower ratings. The findings suggested that classroom observation feedback was considered useful in refining instructional strategies and responding to diverse learning needs. Although technology integration received the lowest mean within this dimension, its rating remained high, suggesting that it may be a relative priority for targeted professional development rather than evidence of a substantial instructional deficiency. Reños and Pontillas (2024) reported significant relationships between classroom observation processes and teachers' professional development activities, highlighting the relevance of instructional supervision in strengthening teachers' professional knowledge, skills, and teaching practices.

3.2.4 Assessment and Feedback Practices

Teachers reported favorable perceptions of instructional growth in assessment and feedback practices, obtaining a grand mean of 4.76, indicating a high reported frequency of assessment and feedback practices. Monitoring learners' progress more closely after observation received the highest mean of 4.97, followed by analyzing assessment results to improve instruction at 4.90. Adjusting assessments based on observation feedback obtained 4.74, while providing learners with clearer and more timely feedback received the lowest mean of 4.50. These results indicated that teachers perceived improvements in monitoring learning progress and using assessment information to guide instruction. The findings suggested that classroom observation was associated with teachers' perceived development in assessment-related practices, particularly monitoring learner performance and interpreting assessment results. Nevertheless, providing timely and constructive feedback to learners received a comparatively lower rating, indicating an area for continued improvement. Tofail and Malik (2025) found that classroom assessment and constructive feedback were positively associated with student engagement and learning outcomes, emphasizing the importance of formative assessment and timely feedback in instructional effectiveness.

3.3 Relationship Between Teachers' Perceptions of Classroom Observation Practices and Perceived Instructional Growth

Pearson's correlation analysis revealed a weak but statistically significant positive association between teachers' perceptions of classroom observation practices and their perceived instructional growth ($r = .257, p = .044$). At the .05 significance level, the reported result provided evidence against the null hypothesis of no linear association. Teachers with more favorable perceptions of classroom observation practices tended to report slightly higher levels of perceived instructional growth. However, the small correlation indicated that the relationship was limited in magnitude. Because the study employed a nonexperimental descriptive-correlational design and relied on self-reported data, the result did not establish that classroom observation practices caused improvements in teachers' instructional performance. Related Philippine research reported associations between classroom observation processes and teachers' professional development activities (Reños & Pontillas, 2024), while other findings emphasized the importance of reflective feedback and administrative support in classroom observation experiences (Empiales & Obiso, 2025). These studies provided additional context for interpreting the weak positive association found in the present investigation.

4. Conclusion & Recommendations

The study found a weak but statistically significant positive association between teachers' perceptions of classroom observation practices and their perceived instructional growth ($r = .257, p = .044$). Teachers generally expressed favorable perceptions of observation frequency, feedback and guidance, observation criteria, and administrative support, while reporting frequent instructional-growth practices in lesson planning, classroom management, instructional strategies, and assessment. Although the findings indicated a positive relationship, its limited strength suggested that favorable perceptions of classroom observation were not strongly associated with perceived instructional growth. The results did not establish a causal effect of classroom observation on instructional improvement. Overall, the findings highlighted the relevance of constructive feedback, clearly communicated evaluation criteria, and supportive instructional supervision to teachers' continuing professional development.

School heads and instructional supervisors should strengthen post-observation discussions, communicate evaluation criteria before classroom observations, and provide constructive guidance addressing teachers' professional learning needs. Particular attention may be given to instructional technology integration, systematic lesson planning, and the provision of timely learner feedback. Teachers should be encouraged to use observation results for reflective practice and continuous professional development, while district-level education leaders should promote consistent observation procedures, instructional coaching, and supportive evaluation practices. Future researchers may employ qualitative, mixed-methods, or longitudinal designs to examine additional factors associated with instructional growth and incorporate independently assessed teaching practices to complement teachers' self-reported perceptions.

The study was limited to public elementary school teachers in the Guiuan Districts who had experienced formal classroom observations during School Year 2025-2026. It excluded the perspectives of school heads and instructional supervisors and did not directly examine other contextual factors, including teaching experience,

subject specialization, motivation, and school culture. Furthermore, instructional growth was measured through teachers' self-reported responses rather than independent observations or longitudinal performance assessments. Consequently, the findings should be interpreted as associations between perceived classroom observation practices and perceived instructional growth within the specified educational context.

5. Compliance with Ethical Standards

The study was guided by the ethical principles of voluntary participation, informed consent, confidentiality, transparency, beneficence, non-maleficence, and non-discrimination. Data protection measures were established in accordance with Republic Act No. 10173, or the Data Privacy Act of 2012. The research protocol provided for the collection of information necessary for the research objectives, assignment of respondent codes, restricted access to personal information, secure data storage, controlled retention, and appropriate disposal of research records. These safeguards were intended to protect respondents' privacy, dignity, and rights throughout the research process.

REFERENCES

- Ahmed, S. K. (2024). How to choose a sampling technique and determine sample size for research: A simplified guide for researchers. *Oral Oncology Reports*, 12, Article 100662. <https://doi.org/10.1016/j.oor.2024.100662>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bhagwandhin, V., Grudnoff, L., & Meyer, F. (2025). Classroom observations and post-observation conversations: Powerful tools for developing teacher adaptive expertise. *New Zealand Journal of Educational Studies*, 60, 205–223. <https://doi.org/10.1007/s40841-025-00376-4>
- Burns, M. (2022, October 20). Improving classroom observations to better support teachers. Global Partnership for Education. <https://www.globalpartnership.org/blog/improving-classroom-observations-better-support-teachers>
- Caranyagan, M. L., & Loquere, M. L. (2025). The use of classroom observation tool, teaching efficacy, and performance: Basis for action plan. *PANTAO: The International Journal of the Humanities and Social Sciences*, 4(3), 4652–4658. <https://doi.org/10.69651/PIJHSS0403432>
- Caratiquit, K., & Pablo, R. (2021). Exploring the practices of secondary school teachers in preparing for classroom observation amidst the new normal of education. *Journal of Social, Humanity, and Education*, 1(4), 281–296. <https://doi.org/10.35912/jshe.v1i4.721>
- Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications. <https://www.sagepub.com/shop/buy-a-book/research-design-6-270550>
- Cui, E. M., Acedera, M. C. D., Orsua, M. T. A., & Balading, K. A. (2025). Teachers' perceptions of classroom observation tool utilization: A study in Northern Samar, Philippines. *International Journal of Advanced Multidisciplinary Studies*, 5(5), 330–341. <https://www.ijams-bbp.net/archive/vol-5-issue-5/teachers-perceptions-of-classroom-observation-tool-utilization-a-study-in-northern-samar-philippines/>
- Department of Education. (2017). National adoption and implementation of the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017). <https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers-2/>
- Department of Education. (2023). Multi-year guidelines on the Results-Based Performance Management System–Philippine Professional Standards for Teachers (DepEd Memorandum No. 008, s. 2023). <https://www.deped.gov.ph/2023/02/03/february-3-2023-dm-008-s-2023-multi-year-guidelines-on-the-results-based-performance-management-system-philippine-professional-standards-for-teachers/>
- Department of Education. (2025). Guidelines on the multi-year performance management and evaluation system for teachers from school years 2025–2026 to 2027–2028 (DepEd Memorandum No. 089, s. 2025). <https://www.deped.gov.ph/2025/10/01/october-1-2025-dm-089-s-2025-guidelines-on-the-multi-year-performance-management-and-evaluation-system-for-teachers-from-school-years-2025-2026-to-2027-2028/>
- DeVellis, R. F., & Thorpe, C. T. (2021). *Scale development: Theory and applications* (5th ed.). SAGE Publications. <https://www.sagepub.com/shop/buy-a-book/scale-development-5-269114>
- Duan, S., Bissaker, K., & Xu, Z. (2024). Correlates of teachers' classroom management self-efficacy: A systematic review and meta-analysis. *Educational Psychology Review*, 36, Article 43. <https://doi.org/10.1007/s10648-024-09881-2>
- Dugaduga, H. S., Futalan, M. C. Z., & Austero, S. S. (2026). Teachers' perception of classroom observation and its perceived effect on their performance. *Ignatian International Journal for Multidisciplinary Research*, 4(4), 1370–1394. <https://doi.org/10.5281/zenodo.19683834>

- Empiales, J. E., & Obiso, D. L. (2025). Effectiveness of teachers' classroom observation in Dumanjug District II. *Psychology and Education: A Multidisciplinary Journal*, 44(9), 1183–1192. <https://doi.org/10.70838/pemj.440903>
- Escobarte, K. J. L. (2024). Utilization of RPMS classroom observation tool among MAPEH teachers in Tacloban City Division. *Psychology and Education: A Multidisciplinary Journal*, 27(6), 653–671. <https://doi.org/10.5281/zenodo.14041211>
- Field, A. (2024). *Discovering statistics using IBM SPSS statistics* (6th ed.). SAGE Publications. <https://www.sagepub.com/shop/buy-a-book/discovering-statistics-using-ibm-spss-statistics-6-285130>
- Frasier, A. S. (2022). What makes classroom observation feedback useful? The perceptions of secondary math and English teachers. *Voices of Reform: Educational Research to Inform and Reform*, 5(1), 40–58. <https://doi.org/10.32623/5.00004>
- Herrano, K. S. (2025). Unveiling the dynamics of classroom observation: Relevance, challenges and coping strategies of public school teachers. *British Journal of Arts and Humanities*, 7(3), 528–535. <https://doi.org/10.34104/bjah.02505280535>
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254–284. <https://doi.org/10.1037/0033-2909.119.2.254>
- Kohake, K. (2024). Systematic observation to measure teaching quality in different contexts: Insights from science lessons, physical education lessons, and sports training using the classroom assessment scoring system. *Frontiers in Education*, 9, Article 1437996. <https://doi.org/10.3389/feduc.2024.1437996>
- Lemut Bajec, M. (2026). Teachers' attitudes towards classroom observations. *Center for Educational Policy Studies Journal*, 16(1), 253–274. <https://doi.org/10.26529/cepsj.1752>
- Levi-Nielsen, S., Dowdy, A., Tobin, R. M., & Schneider, W. J. (2026). A systematic review and single-case meta-analysis of performance feedback as teacher professional development. *Journal of School Psychology*, 115, Article 101527. <https://doi.org/10.1016/j.jsp.2025.101527>
- Organisation for Economic Co-operation and Development. (2025). Results from TALIS 2024: The state of teaching. OECD Publishing. <https://doi.org/10.1787/90df6235-en>
- Peña, J. T., Malit, J. M., Pineda, E. M., & Deluta, V. J. M. (2026). Classroom observation in a time of reform: A phenomenological study of public elementary school teachers' experiences in the Schools Division of Pampanga, Philippines. *International Journal of Learning, Teaching and Educational Research*, 25(9), 28–50. <https://doi.org/10.26803/ijlter.25.9.2>
- Reños, G., & Pontillas, P. (2024). Classroom observation and teachers' professional development activities: Basis for intervention plan. *American Journal of Arts and Human Science*, 3(3), 71–93. <https://doi.org/10.54536/ajahs.v3i3.3077>
- Republic of the Philippines. (2012). Republic Act No. 10173: Data Privacy Act of 2012. Official Gazette. <https://officialgazette.gov.ph/2012/08/15/republic-act-no-10173/>
- Röhl, S., Bijlsma, H., & Schwichow, M. (2025). Can feedback from students to teachers improve different dimensions of teaching quality in primary and secondary education? A hierarchical meta-analysis. *Educational Assessment, Evaluation and Accountability*, 37, 35–71. <https://doi.org/10.1007/s11092-024-09450-9>
- Sajul, T. J., & Castil, M. L. G. (2026). Classroom observation: Teachers' well-being, satisfaction and performance. *Ignatian International Journal for Multidisciplinary Research*, 4(5), 55–74. <https://doi.org/10.5281/zenodo.19962479>
- Stephens, G. C., & Sarkar, M. (2025). Valid concerns: Considerations for reviewing manuscripts with validity arguments. *Anatomical Sciences Education*, 18(8), 757–763. <https://doi.org/10.1002/ase.70006>
- Tarusha, F., & Bushi, J. (2024). The role of classroom observation, its impact on improving teacher's teaching practices. *European Journal of Theoretical and Applied Sciences*, 2(2), 718–723. [https://doi.org/10.59324/ejtas.2024.2\(2\).63](https://doi.org/10.59324/ejtas.2024.2(2).63)
- Tofail, M., & Malik, K. (2025). Role of classroom assessment and feedback techniques in improving learning outcomes at secondary level. *Innovative Research Journal of Education*, 3(1), 11–19. <https://doi.org/10.62497/irjed.169>
- Torres, M. V., Zerrudo, A. P., Labad, V. S., & Gabales, B. G., Jr. (2024). Teachers' views on the conduct of class observation: The Philippine DepEd setting. *International Journal of Instruction*, 17(3), 453–474. <https://doi.org/10.29333/iji.2024.17325a>
- UNESCO. (2024). Global report on teachers: Addressing teacher shortages and transforming the profession. <https://www.unesco.org/en/articles/global-report-teachers-addressing-teacher-shortages-and-transforming-profession>
- Unissa, R., & Alhasan, N. A. (2024). Investigating educators' perspectives on classroom observation and the impact of feedback on professional development. *Innovare Journal of Education*, 12(6), 16–24. <https://doi.org/10.22159/ijoe.2024v12i6.52896>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>