

Teachers' Level Of Compliance On Classroom Observation: Meeting The Indicators

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Introduction

Background of the Study

Classroom observation to the Philippine public school teachers is pursuant to DepEd (Department of Education) Order no. 42, s. (series) 2017. This order is the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). It states the importance of teachers to continue professional development and advancement in their teaching profession as they deliver quality education and more than compliant performance.

DepEd order no. 004, s. 2022 states the implementation of the results-based performance management system- Philippine Professional standards for teachers (RPMS-PPST) for School Year 2021 – 2022. This guides the teachers, master teacher, or head teachers who serve as raters, school head, as to be reflected in their IPCRF for the said school year. This is prescribed as DepEd continues to deliver its basic education services in a COVID-19 scene while still upholding the quality education.

DepEd order no. 2, s. 2015, is on the guidelines on the establishment and implementation of the results-based performance management system (RPMS) in the Department of Education (DepEd). It states the 'specific mechanism, criteria and processes for the performance target setting, monitoring, evaluation and development planning for schools and offices, covering all officials and employees, school-based and non-school based, in the Department'.

The DepEd has also released a policy in 2017, the DO 42, s. 2017, adopting the national adoption and implementation of the Philippine Professional Standards for Teachers (PPST). This aims to 'set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice, engage teachers to actively embrace a continuing effort in attaining proficiency; and apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development(p. 1).' PPST is basis for all learning and development programs for teachers to make sure they are properly 'equipped' in implementing the K to 12 program. This is also a basis for the promotion and selection of DepEd teachers in a set of standards (DO 42, s. 2017).

Classroom observation is a process of teacher assessment inside the classroom which involves the teacher and the learners (Zaare, 2013). The observation procedure includes objectivity and relationship between the teachers the learners' behavior. This associates the best teaching practices in terms of teaching and learning (Zaare, 2013).

Classroom observation, according to Al-Balushi & Mat Saad (2021), plays an important role in improving teacher's performance in which whoever should perform this task professionally should have any cause of negative feeling, anxiety, or fear. Classroom observations had different focus through time. These include focus on discovering teacher's mistakes and following the rules, for instructional improvement, enhancement of ability to teach, improve the quality of teaching, human relations, as well as improvement of teaching, learning, and student achievement in terms of peer, coach, and mentorship.

This research study will focus on classroom observation in the new normal. There is a need to better understand the factors taking place in a classroom observation as in teachers' perceptions. This research study would also like to have a training matrix to have a better training in doing the observation tool. It would have been possible that the teachers being observed are gaining low scores in the evaluation tool as the observers may have scored wrong.

Observation has a negative connotation since it also goes with evaluation in which this study would like to confirm that observation is teacher's reflection on their performance as discovering areas for development as well as providing teachers with constructive feedback in suggesting better actions as in improved teaching – learning.

Wragg (1999, in Al-Balushi & Mat Saad, 2021) states that classroom observation is a process in which the observer sits inside the classroom in one or more sessions. The observer records the teacher's teaching

practices, student's actions on and off tasks, then meets with the teacher to discuss these observations. Observation is a supervision process with teachers on duty, for experienced teachers, and for allowing professional development as per critical pieces of teacher's knowledge and skills in providing learning experiences.

The observation of basic teacher's classroom verbal interactions inside the classroom shows that a lot of opportunities arise that enables the learners and the teacher to learn. The observation also shows that observation could help both the observer and the teacher being observed. It could give teacher's reflection and adapt to change when necessary (Zaare, 2013, in Njigwum & Tandilongjohn, 2021). It could be over emphasized as when they know that they are being observed in which Flander's Interaction Analysis Category System (FIACs) and Communicative Orientation of Language Teaching (COLT) developed in 1984 by Spada, Fröhlich, & Allen in 1984. FIACs process patterns of teaching and learning that categories were established, code symbols were assigned, and coded were analyzed in which the verbal behavior was analyzed due to its higher reliability and it is more adequate than the total behavior. With three classes randomly selected and the use of ethnographic research design, teacher talk, student talk, and confusion and silence were coded. Results show that teacher talk is lesser than 50% inside the classroom, student talk is less than 10% in the classroom, and silence or confusion is more than 50% engagement. Teachers do most of the talk because they exercise their authority in the class by praising the students or calming the students when they make noise.

Asgari, Miles, Sol Lisboa, & Sarvary (2021) used three types of observation tool for their classroom observation in the Science, Technology, Engineering, and Mathematics (STEM) field. These tools include Classroom Observation Protocol for Undergraduate STEM (COPUS), Practical Observation Rubric to Assess Active Learning (PORTAAL), and Decibel Analysis for Research in Teaching (DART). These tools were used in the classroom observation as the traditional classroom observation means taking extensive notes on what is happening inside the teaching and learning classroom. This also means having many observers see different perspectives in a more challenging context. However, having these set of tools mean having to describe only the teaching practices and students activities occurring in the classroom which result to a lesser subjective assessment result. As these tools were conducted in a large university with roughly 400 first and second year biology students during their lab and lecture sessions, the observers had a video recorded focused on the instructor and the projector screen so as to avoid class disruption. There were nine video recorded class observation which the instructor led the discussion while three recorded video were for the learners' presentation. COPUS (Smith et al., 2013, in Asgari, Miles, Sol Lisboa, & Sarvary, 2021) is designed for STEM classrooms which involve the instructor and the learners' interaction inside the classroom. It could record using 25 codes if the instructor is teaching, asking, listening, or responding to the learners' queries inside the classroom. It could be used successfully after attending the training on how to properly use it. PORTAAL (Eddy et al., 2015, in Asgari, Miles, Sol Lisboa, & Sarvary, 2021) was developed to increase learners' learning in lectures. It evaluates some moments in the classroom where learners are working on an activity or asking questions. There are 21 elements, divided into four phases, which observers should be trained of. These phases include practice, logic development, accountability, and apprehension reduction. Teaching strategies could be assessed as this tool gives feedback to the strengths of the instructor as well as things that need to be improved. Even observers with no deep knowledge of the course could use this tool after attending its five hour training. DART (Owens et al., 2017, in Asgari, Miles, Sol Lisboa, & Sarvary, 2021) documents the lecture and non-lecture activities in the STEM classroom using classroom audio recordings. These recordings could be distinguished with a single voice (lecture), multiple voice (pair work or recitation), and no voice (clicker, question thinking). This tool does not need a classroom observer as it could be assessed through an algorithm of -90% accuracy. These are the steps on how the comparison of the three tools were done in order to see the teaching and learning activities of these course lectures. First, the surveying instructors were given a survey on challenges and concerns about the classroom observation tools. Second, the training observers read individually the method paper of each of the three observation tools. They followed the training steps provided by each of these tools. A sample observation was conducted. Observers' notes were coded and compared. Results were discussed. It was found that the students were listening most of the time, thinking individually, answering instructors' questions, and ask questions. The instructor, on the other hand, is lecturing most of the time, posing questions, and gives clicker questions. COPUS, PORTAAL, and DART both assessed the active learning and lecturing of the STEM students and instructors and all three tools were not able to assess the effectiveness of the teaching practices of the instructors. However, only COPUS and PORTAAL could assess the type of active learning techniques used, the frequency of different active learning techniques used, and the level of student engagement. Lastly, only PORTAAL have assessed the cognitive level of activities in the Bloom's level and the classroom environment and inclusiveness. These tools have shown that improvement and excellence of teaching should be included in teaching applications, promotions, and greater student achievement.

This classroom observation is in compliance with a number of the objectives of the IPCRF (Individual Performance Commitment and Review Forms) of all DepEd teachers. This refers to the DepEd-contextualized SPMS. It is an organization-process of ensuring that employees focus work efforts towards achieving DepEd vision, mission, values, and strategic priorities. It is also a mechanism to manage, monitor and measure performance, and identify human resource and organization development needs.

This is a form of an evaluation tool that rates the teacher on what he / she has accomplished or done within the school year. This is in accordance with the DepEd order no. 2, s. 2015 as issued by the Civil Service Commission

(CS) Memorandum Circular (MC) no.. 06, s. (series) of 2012. This is a form that shall reflect the individual commitments and performance, which shall be accomplished by individual employees.

In addition, master teachers and / or head teachers are considered to be raters of the classroom observation to teachers while the School Head or School Principal rates the master teachers in their classroom observation. Other cases may also include the School Head or the School Principal as a rater in the classroom observation of a teacher. Ratee refers to the teacher concerned. Rater refers to the master teacher, or the head teacher, or the school head.

This research aims to determine the perception of the observers before the observation, during the observation, and after the observation procedure that may lead the teachers to be encouraged to conduct their classroom observations in the given period of time.

Statement of the Problem

This research paper aims to determine the teachers’ level of compliance in meeting the Classroom Observation (CO) indicators. It specifically aims to answer, ‘What is the level of compliance of the teachers in meeting the CO indicators?’

Methodology

This chapter presented the research design and methodology, population of the study, data gathering tool, data gathering procedure, and treatment of data.

Research Design and Methodology

This research paper used the quantitative method. Quantitative was used to determine the level of satisfaction of the teachers in the process of classroom observation during pre-observation, during the observation, and post observation. Percentage was used to determine the quantitative relationship of the indicators of classroom observation tool.

Population and Locale of the Study

The respondents for this research paper are the public school teachers in three different high schools categorized as large, medium, and small as part of the DepEd Schools Division of Baguio City, Philippines.

Data Gathering Instruments

The researcher used survey questionnaires using a four – point Likert scale to determine the level of satisfaction of the teachers in the pre-observation, during observation, and post observation. It is because these teachers were given options to get specific responses.

The parts of the questionnaire are as follows. First part is on getting the teacher’s information which includes the number of teaching experience, gender, and if the teacher has conducted the classroom observation later than the said dates. Second part is on indicating the level of satisfaction of teachers on the various classroom observation indicators that identifies their level of compliance.

Data Gathering Procedure

The data were gathered in the schools of the teachers. After asking the necessary permission from the Schools Division Superintendent of the Schools Division of Baguio City and the School Heads who agreed to be part of the research, the researcher went to their respective schools, distributed the questionnaires to the teachers, and also interviewed them as a group. The interview was done in a focus group discussion method. Interview sessions happened to the teachers who are available at the time the researcher was in their respective schools.

Treatment of Data

A 4-point Likert scale was utilized using the following:

Table 1. Teachers’ level of compliance in the classroom observation indicators

Scale	Range	Level	Interpretation
4	3.25-4.00	Fully compliant	The teacher uses well-connected pedagogical aspects of the indicator to create an environment that addresses individual and group learning goals.
3	2.50-3.24	Compliant	The teacher demonstrates a range of associated pedagogical aspects of the indicator that usually are aligned with the learner’s developmental needs.
2	1.75-2.49	Slightly compliant	The teacher demonstrates a range of associated pedagogical aspects of the indicator that sometimes are aligned with the learners’ developmental needs.
1	1.00-1.74	Not compliant	The teacher did not demonstrate the pedagogical aspect of the indicator.

Results and Discussion

This chapter presented the results from the gathered data based from the research question of the study ‘What is the level of compliance of the teachers in meeting the Classroom Observation indicators?’

Table 3. Frequency of teachers complying in meeting the classroom observation indicators

INDICATORS	<i>N</i> = 64			
	FULLY COMPLIANT	COMPLIANT	SLIGHTLY COMPLIANT	NOT COMPLIANT
1. Apply knowledge of content within and across curriculum teaching areas.	70.3%	28.1%	1.6%	0%
2. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	64.1%	34.3%	1.6%	0%
3. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.	64.1%	34.3%	1.6%	0%
4. Establish safe and secure learning environments to enhance learning through the consistent implementation of the policies, guidelines, and procedures.	70.3%	28.1%	1.6%	0%
5. Maintain learning environments that promote fairness, respect, and care to encourage learning.	68.8%	29.6%	1.6%	0%
6. Maintain learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning.	68.8%	29.6%	1.6%	0%
7. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	56.3%	42.1%	1.6%	0%
8. Design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.	46.9%	48.4%	4.7%	0%
9. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	53.1%	42.2%	3.1%	0%

As could be seen from table 3, there were 64 teachers who participated in this research study and there were nine indicators’ results presented.

The first indicator was on applying knowledge of content within and across curriculum teaching areas show that, of which, 45 stated that they are fully compliant as per the IPCRF indicators. Eighteen (18) said that they were compliant while one stated that the teacher is slightly compliant. Surprisingly, not a single teacher said that they are not compliant. This could only mean that all teachers are doing what they have to do as per the indicators mentioned by the Department of Education. It would have been possible that the teachers apply exceptional knowledge of content and pedagogy within and across curriculum teaching areas to develop learners’ lifelong learning skills.

The second indicator which is on displaying proficient use of mother tongue, Filipino and English, to facilitate teaching and learning, shows that 41 teachers said that they are fully compliant, 22 answered that they are compliant, while only one answered to be slightly compliant. It is good to note that not a teacher said that he or she is not compliant. This would show that teachers are proficient in the Mother tongue, English, and Filipino languages as they facilitate their learning.

The third indicator which states the use of effective verbal and non-verbal classroom communication strategies to support learner’s understanding, participation, engagement, and achievement shows that 41 said that they are fully compliant, 22 said that they are compliant, and only one also mentioned to be slightly compliant. There is not a single teacher who answered to be non-compliant. This would mean that teachers are adept in the use of verbal and non-verbal communication strategies just to transfer to the learners the understanding that they need to know, learn, and apply.

The fourth indicator was on establishing safe and secure learning environments to enhance learning through the consistent implementation of the policies, guidelines, and procedures. There are 45 who indicated that they are fully compliant, 18 answered to be compliant, and one slightly compliant. No teacher answered to be not compliant. This would mean that the teachers are always securing safe learning environments to the learners as they continuously implement their policies, guidelines, and procedures inside their respective classrooms.

The fifth indicator is on maintaining learning environments that promote fairness, respect, and care to encourage learning. There are 44 who answered fully compliant, 19 compliant level only, and one slightly compliant. No teacher answered to be not compliant. This would mean that teachers always promote fairness, respect, and care that learners are encouraged to continually be motivated to attend classes and participate in all their learning activities regardless of their teachers.

The sixth indicator is on maintaining learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning. There are 44 teachers who answered to be fully compliant, 19 teachers to be compliant, and one teacher to be slightly compliant. No teacher said that to be not compliant. This would mean that teachers are always nurturing and inspiring learners to continually participate, cooperate, and collaborate in learning inside their classroom as they see fit.

The seventh indicator would be on applying a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning. There are 36 teachers who are fully compliant, 27 are compliant, and one is slightly compliant, while there is not a single teacher to be not compliant. This would mean that teachers may have doubts on their application of their strategies since the fully compliant number of teachers does not go far with the total of compliant teachers. It would have been possible that these teachers may have been thinking if the strategies that they may have used inside their rooms during their classroom observations are enough or if they might be thinking about their latest classroom observation scores on this indicator.

The eighth indicator is on design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents. It could be seen that 30 are fully compliant, 31 are compliant, while three are slightly compliant, and a consistent zero teachers shows not being compliant. This indicator made a slight difference with being fully compliant and compliant while a slight increase, too, to the teachers who are slightly being compliant. The slight difference may have been due to the fact that teachers are designing, and adapting teaching strategies, however, the slight difference may go to their implementation or vice versa. It would have been possible, too, that the slight number of teachers have learners with disabilities and gifted learners as well as with talents inside their classrooms. Therefore, indicating to have more compliant teachers.

The ninth indicator shows an adaption and usage culturally of appropriate teaching strategies to address the needs of learners from indigenous groups. It could be seen that 34 teachers indicated to be fully compliant while 27 are compliant and two are slightly compliant and until this last indicator, no teacher said that they are not compliant. This indicator would mean that the teachers are prioritizing the needs of the learners instead of their own needs in addressing the needs of the learners especially those from the indigenous groups. It would have been possible that the teachers in the compliant level make use of their teaching strategies as one strategy or approach regardless of the groups, or if there are any groups, they belong.

Overall, it would be notable that only indicator number nine showed an abstinence on the part of the respondents. It would have been possible that this teacher have confused it with indicator number eight. It is also particularly notable that not a teacher answered to be non-compliant in all the indicators. It would have been possible that these teachers are doing what they could and have done based from the topic they might have during their class observation than not doing anything at all. An important matter for this notice is the impact and influence of the teacher's instructional leader as per the one who gives pre-conferences and post – conferences to the teacher.

Based from the table, the level of compliance of the teachers in all indicators are FULLY COMPLIANT except for indicator number 8 as, almost half of the teachers chose to be COMPLIANT only with a percentage of 48%. A slight difference of 1% shows that teachers may have been designing and adapting teaching strategies, however, due to having some learners with disabilities, giftedness, and talents, these teaching strategies were not fully implemented since a different set of teaching strategies should be provided to these said learners. It could also mean that these teachers may be implementing their respective teaching strategies, however, responses from the learners were not what the teachers were expecting.

Zaare (2012) somewhat shows the same results with the current research study. It is because Zaare (2012) also used a checklist to indicate the observations and ratings of his peers that indicate an individual instructor's teaching performance. The checklist provides a diagnostic profile for teaching improvement. It could be seen in the results of Zaare's (2012) study that the teachers are excellent in presenting key concepts and relevant examples to explain major ideas of the topic at hand. This is the same with indicator number 1 stating that teachers have applied knowledge of content within and across curriculum teaching areas in which almost all teachers that responded are fully compliant. It would have been possible that teachers also use start with unlocking difficulties and relating these topics previously taken to other topics of their subject areas or with the topics to be discussed or previously taken, too. There is also a very interesting finding with the study of Zaare (2012) which involves restating students' questions or comments as necessary which could make up a discussion. With the indicator given by DepEd (2017) in number 8, it states design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents. Even Barrogo (2020) who has participants from the north of the same country as the researcher showed a high percentage of teacher who has a positive perception of teachers towards the standardized classroom observation tool. However, Barrogo's (2020) results on item 3 wherein 23% of the respondents would prefer to have the traditional observation model which is quite similar to the indicator number 3 of the current research on the use of verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement. It would have appeared that this relation is attributed to the strategies of computerization of classroom observation tools and teachers' way of handling learners. Barrogo's (2020) research is also parallel with the current research in terms of having zero with not being compliant and not having a strongly disagree answers from the participants.

Table 4. Mean and standard deviation of the level of compliance of teachers of classroom observation indicators 1 to 9.*N* = 64

INDICATORS	MEAN	STDEV.
1. Apply knowledge of content within and across curriculum teaching areas.	3.688	0.5
2. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	3.625	0.519
3. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.	3.625	0.519
4. Establish safe and secure learning environments to enhance learning through the consistent implementation of the policies, guidelines, and procedures.	3.688	0.5
5. Maintain learning environments that promote fairness, respect, and care to encourage learning.	3.672	0.506
6. Maintain learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning.	3.672	0.506
7. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.547	0.532
8. Design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.	3.422	0.586
9. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	3.453	0.564
Overall Mean	3.599	0.526

As table 4 shows, the teachers are fully compliant from indicators one to nine as depicted in table 3. Barrogo's (2020) research stays the same with its conclusion on having the classroom observation tool as an help to the teaching-learning process and other phases in the teachers' profession. The results in table 3 shows. It might have been possible that the classroom observation tool was to empower teachers as a guide to continue improving their profession in which most of the teachers who responded complied absolutely to the tool as mandated by the government. In addition, the mean of each indicator shows FULLY COMPLIANT results. It is because the results are ranging from 3.422 to 3.688 which is in the range of 3.25 – 4.00. The overall mean was also considered fully compliant with a score of 3.599. These results would possibly mean that the teachers are all fully compliant in all the Classroom Observation indicators. Thus, it is really possible that the all the teachers who participated in this current research are going through various application of their respective subjects as well as different initiatives on maintaining learning environments that the teachers always promote fairness, respect, and inspiration. Though it is very obvious that indicator number eight shows the lowest mean, this would show that teachers definitely have various teaching strategies that are responsive to any kind of learners may it be gifted, learners with disability, with talents, or just a regular student. In the contrary, there are two indicators that show the highest mean. These are applying the knowledge of content within and across curriculum teaching areas and establishing safe and secure learning environments to enhance learning through the consistent implementation of the policies, guidelines, and procedures. It would have been possible that teachers have a wide range of knowledge in their own field as well as in other fields. This result agrees with the famous adage to teachers which is 'A teacher should be flexible'. It would have been possible that teachers, irrespective of the field they are in, know how to relate the subjects and the topics they are teaching to the different subject or topics that the other fields are talking about, too. It might be not in a more indicative way, however, it would be in an applicable, true to life, true to experience way of how learners should do it or do it with themselves or with other people. That is, they might be relatively still in the perimeters of the curriculum areas of the subject and the class at hand or with what it should be taught based on what the Department of Education's curriculum's learning competencies. In addition, all these teachers see to it that their classes are safe and secure as they start learning with their learners. It would have been possible that these policies, guidelines, and procedures to have a better learning environments are the classroom rules implemented in the classroom as set by the teacher with the learners. It would have been possible, too, that, these are the classroom policies set by the school which was disseminated by the teacher to the learners for further information on the best conduct of learners inside and outside of the school as to whichever offices the learners may be. It would have been also possible that these policies and guidelines are the instructions given by the teachers to the learners as they are about to start with their lessons and / or activities on that given hour / day / session. It would have been possible that teachers are holistically inclined with improving the different aspects of life of their learners. These are the emotional, spiritual, mental, social, physiological, physical, and financial, among others. It could have been possible that, though the teacher participants have fully complied with the indicators set by the Department of Education, there is still much to learn by the teachers as there is still a set of almost half decimal point to reach the perfect range.

UNESCO (2008) agreed on this research as it has a policy framework which presented an approach to having an educational deepening research to the development of a country's economy. To reach this, having a workforce that acquires sophisticated skills to support the economic, social, cultural, and environment development of its citizens, the standard of living should be improved. An educational change in terms of policy and goals are reformed. These include the pedagogy, the teacher practice and professional development, curriculum assessment, and school organization and administration.

Bernal, de Vera, & Mangalus's (2021) research on classroom lay-out agreed with the proven method of having a better learning environment with the learners while they are studying. It could help with motivation section of delivering the lessons as well as during the duration of the process of the lesson. It is because the learners, especially the senior high school learners who were the participants of Bernal, de Vera, & Mangalus's (2021) research stated that concentration, comforting, and seating appointment are preferred for better learning experiences especially when it comes to seating arrangements.

In an online research (Estira, 2020), passive and inactive discussions happens which also happens in a classroom probably even after the pandemic. Teachers were encouraged to enhance their thoughts as well as encourage engagements from the learners in which the teachers as an indication to teach learners with various talents, skills, and gifts, among others.

The results of these research on the level of full compliance to the nine indicators as per DepEd order (DO) no. 2, s. 2015. This order, together with the research paper, proved to have achieved its goal on the continuous improvement of teachers to teach better the Filipino learners as well as the community. This regards a higher level of performance of the Department of Education as per the grant of the Performance-Based Bonus (PBB). Asgari, Miles, Lisboa, & Sarvary (2021) indicated concerns during observations in their research. That is, a class disruption happens during class observation which means that there is an impact with the learners when observers are inside their classrooms. It would have been possible that the teachers may have been 'perked', too, when observers are around that makes the results in all indicators fully complied. Njigwum & Tandilongjohn (2021) have made clear in their research that teachers give most of the explanation in their classes. In that, there is a more direct approach by the teachers. This results to a rare praise of teachers to the learners. This shows that the teachers' explanation are for further understanding that participation in learning as a process. Njigwum & Tandilongjohn (2021) and Al-Balushi & Mat Saad (2021) both indicated in their researches that teachers have direct impact to their learners during observation process.

Conclusion

Classroom observation to the Philippine public school teachers is pursuant to DepEd (Department of Education) Order no. 42, s. (series) 2017. This order is the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). It states the importance of teachers to continue professional development and advancement in their teaching profession as they deliver quality education and more than compliant performance. The level of compliance of the teachers in all indicators are fully compliant except for indicator the indicator on designing, adapting, and implementing teaching strategies that are responsive to learners with disabilities, giftedness, and talents that almost half of the teachers chose to be compliant. Only a slight difference of one percent was caused of this difference. This could mean that teachers may be implementing their respective teaching strategies, however, responses from the learners were not what the teachers were expecting. It would have been possible that teachers are holistically inclined with improving the different aspects of life of their learners. These are the emotional, spiritual, mental, social, physiological, physical, and financial, among others. It could have been possible that, though the teacher participants have fully complied with the indicators set by the Department of Education, there is still much to learn by the teachers as there is still a set of almost half a decimal point to reach the perfect range score.

Recommendations

1. Further teacher trainings on better understanding of the RPMS for indicators four, five, six, seven, eight, and nine should be given especially as there are different subjects teachers handle.
2. More professional encouragements should be provided to teachers.
3. Further training of teachers to minimize the use of direct approach of teachers as a strategy.
4. Training on observers giving feedback skills to contribute to their professional development.
5. Further training on classroom management of teachers with today's millennial settlers as to their teacher's millennial approach to teaching.

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