

School **Heads'** Heads' Experiences on the Conduct of Classroom Observation

Abstract

This phenomenological study examines the experiences of school heads in the Panabo South District during classroom observations, a key aspect of their instructional leadership. Using frameworks like the RPMS and NCBTS, the study explores how these school heads promote quality teaching, supervise learning, and coordinate curriculum implementation. Through Key Informant Interviews (KII) and Focus Group Discussions (FGD), findings show that classroom observations enhance teaching practices, foster teacher growth, and improve student outcomes. Despite challenges such as harmonizing accountability and support, the study emphasizes the positive impact of observations on teacher confidence and curriculum alignment and provides practical suggestions for enhancing observation approaches.

Commented [AS1]: Mention how you analyzed data.

Commented [AS2]: Abstract should be at least 150 words according to APA manual.

Keywords: Classroom Observation, Instructional Leadership, School Heads, Teacher Evaluation, Curriculum Coordination, Phenomenological Study, RPMS, NCBTS

1. INTRODUCTION

Background of the Study

Classroom observation is an important practice in educational leadership because it improves teaching quality, assesses student learning, and ensures curriculum alignment. As school heads discuss their responsibilities under the Results Performance and Management System (RPMS) and the National Competency-Based Teacher Standards (NCBTS), their methods of classroom observation have a substantial impact on their success as school heads and administrative managers. Recent research has identified several approaches for improving teaching quality through classroom observations. These include professional development initiatives, effective leadership, and data-driven evaluation methods. Özdemir (2020) emphasizes the relevance of leadership and professional development in developing instructional practices, whereas Bellibaş (2022) highlights the role of empowered school heads in building effective learning environments through organized observations.

School heads' responsibilities include supervising and evaluating student learning. Reyes and Pineda (2020) highlight the use of evaluation criteria and data-driven methodologies for assessing teaching practices, whereas Norbu (2023) investigates the effects of walk-in observations on teaching effectiveness. However, problems such as inconsistent evaluation procedures and insufficient follow-up support, as observed by Fernandez (2023), may hinder these efforts. Curriculum coordination is another critical area in which classroom observation is essential. Adams and Mendez (2022) and Tang (2023) emphasize the necessity of connecting instructional methods with curriculum goals and supporting teachers through effective monitoring strategies. In a broader context, research from the United States and other countries demonstrates the importance of systematic observation protocols, actionable feedback, and supportive leadership in increasing

teaching quality and creating strong relationships between school heads and teachers. LaVelle and Jackson (2022) and Davis and Patel (2021) emphasize the value of clear expectations and frequent feedback in improving instructional techniques. This study seeks to investigate school heads' experiences during classroom observations, with an emphasis on how they encourage quality teaching, supervise and evaluate learning, and coordinate curriculum implementation. Understanding these elements enables the research to provide insights and practical recommendations for enhancing classroom observation practices, ultimately leading to better teaching and learning results.

Commented [AS3]: You need to provide a few citations to support your claim.

1.1 Purpose of the Study and Research Question

This phenomenological study explores school heads' experiences with classroom observations, aiming to understand how they manage their unique challenges. It seeks to identify techniques, difficulties, and practices used to promote quality teaching, supervise student learning, and coordinate curriculum implementation. The goal is to provide insights and recommendations to enhance classroom observation procedures for better educational outcomes. Research questions include:

1. How do school heads promote quality teaching in classroom observation?
2. How do school heads supervise and evaluate learning in classroom observation?
3. How do school heads coordinate curriculum in classroom observation?

1.2 Theoretical Framework

This study is grounded in Murphy's Instructional Leadership framework (1990), which outlines four essential actions for effective school heads: mission and goal setting, learning management, fostering an academic learning environment, and creating a supportive school climate. The focus is on the second dimension, learning management, highlighting the crucial role of school heads in overseeing the teaching and learning process. This dimension includes five key functions: *Promoting quality education, Supervising and evaluating learning, Allocating and protecting instructional periods, Coordinating curriculum, and Monitoring ~~students'~~ students' progress.*

School heads promote effective teaching through curriculum discussions, instructional assessments, classroom visits, and feedback. Lekule (2020) highlights the role of Ward Education Officer supervision in improving Tanzanian secondary schools. School heads protect instructional time, manage the curriculum to meet national standards, collaborate with teachers on curriculum development, and use student assessment data to enhance teaching. Nahrowi (2021) emphasizes the importance of ongoing supervision for improving educational outcomes.

This study focuses on how school heads use classroom observation to achieve three goals: *supporting quality teaching, supervising and evaluating learning, and organizing the curriculum.* The study's goal is to provide insights into effective instructional leadership and its effects on educational outcomes by investigating school heads' experiences and practices in these areas. This congruence with Murphy's approach aids in understanding how school heads can use targeted classroom observation strategies to establish a supportive and high-performing educational environment for their students.

Commented [AS4]: This section needs more elaboration, issues such as defining important concepts, reviewing related studies and specifying the gap.

1.3 Scope and Delimitation of the Study

This study focuses on the classroom observations of twelve elementary school heads in the Panabo South District during the school year 2022-2023. The school heads were chosen based on expert recommendations for their good influence on student learning. While the study's limited sample restricts the findings' applicability to other districts, it does provide significant insights into how school heads perceive and apply classroom observation procedures. The findings help to better understand emerging supervision approaches, providing valuable information for teachers, school heads, and policymakers searching to improve instructional supervision and leadership.

1.4 Significance of the Study

This study examines ~~at~~ how school heads use classroom observations to support effective teaching, supervise learning, and manage curriculum, particularly in the new normal. Drawing on Murphy's instructional leadership theory, the study investigates school heads' methods, problems, and interventions to improve instructional supervision and teacher support. The findings provide practical recommendations for improving teaching quality, which will benefit teachers, students, and school heads. Students benefit from enhanced teaching. For legislators, the study offers insights into setting guidelines and standards to improve instructional leadership and classroom observation techniques.

Commented [A55]: Need to discuss more about the worth of the study.

2. METHODOLOGY

This chapter highlights the study's methodology, which includes the research design, research location, research instruments, sample procedure, data collection procedure, data analysis, and ethical issues.

2.1. Research Design

This study used a qualitative phenomenological approach to explore the perspectives of twelve elementary school principals in the Panabo South District on classroom observations. Rooted in Edmund Husserl's philosophy, phenomenology is ideal for capturing the essence of lived experiences. This method provided in-depth insights and rich descriptions of how these principals support teaching, supervise learning, and coordinate curriculum during observations, emphasizing the importance of direct interaction and participant viewpoints in understanding their roles and challenges in educational leadership Creswell, (2013).

2.2. Research Location

The study was carried out in Panabo South Districts I and II of the Panabo City Division, with twelve primary school heads representing twelve schools in Panabo City's southern region. The goal was to explore the experiences of these school heads in conducting classroom observations to improve teaching quality, supervise learning, and assure curricular alignment. The study looked at how these school heads navigated their jobs within the frameworks of the Results Performance and Management System (RPMS) and the National Competency-Based Teacher Standards (NCBTS), providing insights into the challenges and strategies they used in their leadership roles.

2.3. Sampling Procedure

Purposive sampling was used in this study to find important informants with strong subject knowledge and competence, ensuring that the research participants were appropriate Vilan, (2021). Twelve school heads from the Panabo South District acted as informants for key informant interviews, while seven Education Program Supervisors/Public School District Supervisors (EPS/PSDS) from Panabo City's Schools Division took part in focus groups. This

method used homogeneous samples to ensure that informants shared similar characteristics and experiences, which increased the depth and detail of the information acquired Rai & Tapah, (2004). The criteria for appointing school heads consisted of more than 3-5 years of service and expertise managing several school categories, with personal attributes playing an important role in their selection Kothari, (2004). The study builds on the work of Bellibaş (2022), Norbu (2023), Lekule (2020), Nahrowi (2021), Syahrani (2022), and Cui (2023), all of whom emphasize the importance of experienced and qualified informants in educational research for providing specific insights into supervisory practices, teacher attitudes, and leadership solutions.

2.4. Research Instrument

This study used research-developed interview questions for the Key Informant Interview (KII) to explore school heads' experiences with classroom observations. The interview guide, aligned with the study's objectives and theoretical framework, included questions on quality teaching, learning supervision, and curriculum control during observations. It was based on DepEd's National Competency-Based Standards for School Heads (NCBSSH) and theories from Fayol, Hallinger, and Murphy. Experts from Panabo City's Schools Division, including a Principal IV, an Education Program Supervisor, and a Chief Education Supervisor, validated the guide for clarity and relevance. The validated guide successfully gathered rich data on instructional leadership practices in the Panabo South District.

Commented [AS6]: Where do they come from, literature? or Formulated by yourself. If formulated by yourself, discuss the validation procedures.

2.5. Data Collection Procedure

This study used Key Informant Interviews (KII) to investigate school heads' experiences with classroom observations. To ensure ethical compliance and data accuracy, authorization to conduct the study was requested in writing from Panabo City's Schools Division Superintendent (SDS). After approval, the School Heads of twelve identified schools were contacted to help with data collecting. Interviews were conducted at the informants' stations during their free time, with the informants fully informed about the study's goal. Consent papers were signed, and interviews were audio-recorded to capture accurate responses, complemented by taking notes on important topics. All data was treated with care to ensure its confidentiality and accuracy.

Commented [AS7]: More info is needed on how you conducted the interviews, issues such as time, duration, manner, structured or unstructured, etc.

2.6. Data Analysis Procedure

The data analysis was intended to fully comprehend the school heads' experiences with classroom observations. Key Informant Interviews (KII) were transcribed using inscribe transcription software, which allowed for accurate capturing of participants' statements. To enrich the data, nonverbal clues such as gestures and facial expressions were documented in field notes. Significant statements from the transcripts were highlighted and organized into meaning clusters, which were then classed as themes. These topics served as the foundation for the study's findings and debate, allowing for an organized analysis of the school heads' experiences.

2.7 Trustworthiness

In qualitative research, "trustworthiness" ensures the quality and accuracy of the findings. To increase trustworthiness, this study used Lincoln's (1985) criteria and added contemporary perspectives, such as those of Kakar (2023). Credibility was accomplished by methodological triangulation, which included Key Informant Interviews and Focus Group Discussions to provide a full picture of school heads' experiences. Transferability was ensured

by providing extensive accounts of these encounters, allowing the findings to be applied to similar situations. Dependability was maintained by stringent documentation and an external review process, while confirmability was ensured through extensive data checks, transparent code, and independent verification of outcomes.

2.8 Ethical Consideration

This study on "School Heads' Experiences on the Conduct of Classroom Observation" adhered to ethical guidelines to ensure integrity and respect. Informed consent was obtained from all participants, clearly explaining the study's purpose and their voluntary involvement. Data privacy was maintained by encrypting participants' information and following strict confidentiality protocols. The study prioritized participant safety, implementing measures to prevent any harm and ensuring a respectful and non-intrusive research process.

3. RESULTS AND DISCUSSIONS

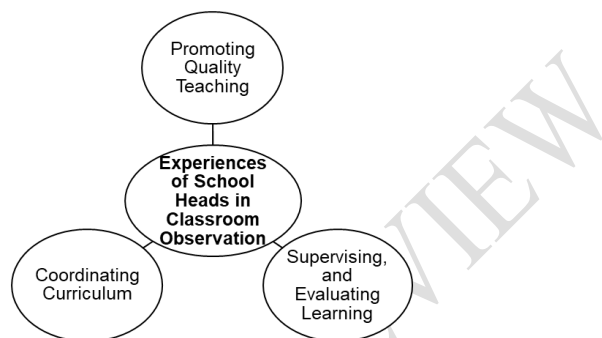
This section examines the ~~conclusions~~ results of the study "School Heads' Experiences on the Conduct of Classroom Observation," which focuses on how school leaders promote quality teaching, supervise learning, and coordinate the curriculum. The study reveals the actual experiences, challenges, and methods of school heads in Panabo South District through in-depth Key Informant Interviews (KII) and Focus Group Discussions (FGD). The findings are grouped around major themes discovered during data analysis, providing insights into school heads' instructional leadership practices and emphasizing classroom observation as a tool for improving educational outcomes.

Experiences of School Heads in Classroom Observation

School heads outlined their classroom observations, emphasizing their role in promoting quality teaching, supervising learning, and aligning the curriculum with standards. These observations address key research questions on instructional leadership, highlighting the importance of

classroom observation in effective teaching and educational success. The insights provide valuable perspectives on enhancing classroom management and student achievement.

Figure 1. Major Themes on Experiences of School Heads in Classroom Observation



Classroom Observation in Promoting Quality Teaching

School heads narrated that they undertake classroom observations to encourage better teaching. They accomplish this through strategic collaborations with teachers, inclusion in the Instructional Supervisory Plan (ISP), and incorporation into the Individual Plan for Professional Development. Classroom observation is the foundation of an all-encompassing strategy for improving teaching methods and encouraging teachers to continue learning throughout their careers. School heads promote a culture of continual growth by engaging teachers in collaborative conversations and delivering constructive feedback. This technique is essential, and it emphasizes the role of school heads in fostering a culture of excellence and professional growth within the educational setting.

Table 1. Classroom Observation in Promoting Quality Teaching

Core Ideas	Cluster Themes
Partnership with teachers is one of the most excellent methods for designing classroom supervision. Teachers should support school heads when they are educated about the school's various initiatives, such as classroom supervision. The collaboration or partnership of the school heads, the master teacher, and the teachers may effectively achieve the planning for classroom monitoring.	Conduct Classroom Observation in Partnership with Teachers
The ISP acts as a template for overseeing education. Thus, the principal and teachers agree that it should be created before the commencement of courses.	Inclusion of Classroom Observation in Instructional

The ISP includes the class observation schedule, the subject(s) to be observed, and the techniques to be applied.	Supervisory Plan (ISP)
Classroom observation aims to support teachers by addressing their needs and improving areas requiring enhancement, guided by the RPMS-IPCRF categories.	Integration of Classroom Observation in Individual Plan for Professional Development (IPPD)
The classroom observation identifies teachers' needs so that they will be helped and provided with interventions and opportunities to improve their teaching profession.	

Conduct Classroom Observation in Partnership with Teachers

School heads find collaborating with teachers during classroom observations highly valuable for enhancing monitoring. This cooperation leverages teachers' skills and ideas to share best practices and stay current with educational trends. It also empowers teachers, fosters ownership, and leads to improved classroom practices, resulting in more effective learning experiences tailored to students' needs.

" Yes, I agree that partnership with teachers is one of the greatest methods for designing effective classroom supervision. Teachers play a vital role in understanding their students' needs, abilities, and learning styles." (KII-01)

Teachers' support for school heads improved classroom supervision because teachers are knowledgeable about school programs, actively share ideas, and provide positive comments. This knowledge encourages important discussions and ideas, which contribute to a culture of professional growth and progress. Another informant stated:

Teachers play a significant role in supporting principals by being informed about school initiatives, including classroom supervision, enabling them to contribute effectively and provide valuable feedback (KII-07).

Inclusion of Classroom Observation in Instructional Supervisory Plan (ISP)

School heads state that classroom observation is a key part of the Instructional Supervisory Plan (ISP), developed with teachers before the school year. The ISP sets goals, supervision methods, observation procedures, and evaluation criteria to ensure fairness and consistency. It also covers feedback strategies, observation schedules, and methodologies. This collaborative approach fosters shared ownership and accountability, encouraging teachers to take responsibility for their professional development and instructional methods.

The Individual Supervisory Plan is a valuable tool for overseeing education, and it is beneficial for principals and teachers to agree on it before courses begin, ensuring clear and consistent supervision throughout the year (KII-02).

The ISP includes critical information that ensures the supervision process is clear, consistent, and effective. By defining the observed subjects and methodology, the ISP ensures that the observation process focuses on specific goals and areas for improvement. An informant remarked:

The Individual Supervisory Plan (ISP) typically outlines the class observation schedule, subjects to be observed, and observation techniques, ensuring clarity, consistency, and effective supervision (KII-07).

Incorporation of Classroom Observation in Individual Plans for Professional Development

The Individual Plan for Professional Development (IPPD), outlined in Department Order No. 32, Series 2009, supports teachers' continuous growth. Aligned with RPMS-IPCRF categories, it helps teachers meet standards and improve teaching. School heads assess needs and provide development opportunities. The IPPD is regularly updated, focusing on improvement areas and setting yearly teaching goals.

The Individual Plan for Professional Development (IPPD) guides teachers in addressing professional needs and improving practices, using the RPMS-IPCRF framework for continuous growth (KII-02).

Teachers identify areas of concern and set specific goals for their professional development by connecting the IPPD with the RPMS-IPCRF categories. An informant observed,

"By aligning the IPPD with the categories of the RPMS-IPCRF, teachers can effectively identify areas of focus and set specific goals for professional development" (KII-03).

Supervising and Evaluating Learning

School heads emphasize the importance of classroom observation in supervising and assessing learning through comprehensive observation tools, collaborative approaches, and rigorous monitoring systems. These tools enable fair, objective evaluations, allowing for targeted feedback and improvement. Collaborative efforts during observations foster the sharing of best practices and the development of innovative teaching strategies, creating an environment of continuous growth among teachers.

"Yes, I agree that partnership with teachers is one of the greatest methods for designing effective classroom supervision. Teachers play a vital role in understanding their students' needs, abilities, and learning styles—" (KII-01).

School heads use data-driven monitoring to identify strengths, address gaps, and improve teacher performance. These systems analyze teaching methods and student outcomes, enabling targeted assistance and interventions. This ensures decisions are evidence-based and tailored to teachers' and students' needs. An informant explained:

"We utilize a well-designed and objective observation tool to supervise and evaluate the quality of instruction, identify development areas, and provide focused feedback" (KII-03).

Table 2. Supervising and Evaluating Learning in Classroom Observation

Core Ideas	Cluster Themes
It maximizes the democratic way of observing classes and treats teachers' weaknesses and needs.	Employing Classroom
It conveys to the teachers that the goal of supervision is to assist them in improving their	Observation Tool

teaching ability.

Classroom observation is done after the pre-conference.

Peer-Coaching
Monitoring

Master Teachers coach the New Teachers. Lesson plans and other school records are checked as part of administrative monitoring, which also involves making surprise visits or walkthroughs. Monitoring by the administrative staff includes reviewing lesson plans and other academic records. Principals must review their teachers' lesson plans because they serve as the lesson's blueprint.

Applying
Collaborative
Approaches
Performing
Monitoring

Employing Classroom Observation Tools

School heads use a democratic approach to classroom observations, focusing on supporting teachers' growth while addressing their needs. Observations are preceded by a pre-conference to set clear expectations and shared goals. This method acknowledges teachers' strengths and fosters collaboration and professional development.

"A democratic approach to classroom observation recognizes teachers' needs and weaknesses, fostering collaboration and empowering professional growth." (KII-06)

By treating teachers' weaknesses with respect and care, the observation process becomes a great learning opportunity rather than just an evaluation. This shift in emphasis promotes a developmental approach, giving teachers tools, advice, and open, constructive feedback to help them improve their teaching skills. As one informant said:

"Treating teachers' weaknesses and needs with respect and empathy during observation transforms it into a growth opportunity rather than a mere evaluation. It focuses on a supportive and developmental approach, providing open and constructive feedback, guidance, and resources to enhance teaching practices." (KII-07)

Applying Collaborative Approaches

School heads reported that collaborative practices like peer coaching, mentorship, and master teachers coaching new teachers enhance classroom observations. Peer coaching fosters growth by encouraging skill sharing, learning, and reflection in a safe environment for open discussion and guidance. It is an effective method for teachers to exchange knowledge and improve educational practices. One informant shared:

"Peer-coaching can be a powerful tool for growth, as it allows teachers to share their expertise, learn from one another, and reflect on their instructional strategies." (KII-02)

In contrast to normal assessment systems, peer coaching is not evaluative. It supports rather than judges or assesses, creating a nonjudgmental environment in which educators can share their experiences and seek assistance without fear of penalties. This approach is consistent with the study's emphasis on using classroom observation techniques and adopting collaborative practices. The supportive aspect of peer coaching allows teachers to openly discuss their teaching approaches, share triumphs and concerns, and seek guidance, fostering a culture of continual improvement and professional development. One informant emphasized this concept:

“When teachers engage in peer-coaching, they create a safe and non-judgmental space where they can openly discuss their teaching practices, share successes and challenges, and seek advice.” (KII-07)

Performing Monitoring

In the Panabo South District, school heads use classroom observation as a key monitoring strategy, including regular lesson plan reviews and surprise visits. This ensures alignment with educational standards, supports both teachers and students and identifies areas for improvement in teaching and classroom management. The gathered data enables focused feedback and professional development, maintaining high educational standards and enhancing instructional quality.

“It is common practice for school administrators to check lesson plans and other school records. These records are important documentation of the curriculum and instructional activities in the classrooms.” (KII-07)

A typical administrative monitoring of a school head entails unannounced visits or walkthroughs of classroom scenarios to gain real-time and actual experiences with educational approaches, student engagement, and classroom management. Such visits allow school heads management to see for themselves the daily dynamics of classroom environments, which is essential data for evaluating the success of teaching practices and identifying areas that may require additional or expanded support. One informant described the process as follows:

“Checking records and administrative monitoring may involve making surprise visits or walkthroughs. These visits provide administrators with firsthand insight into the daily functioning of classrooms and allow them to observe teaching practices, student engagement, and overall classroom management.” (KII-10)

Classroom Observation in Coordinating Curriculum

School heads conduct classroom observations to coordinate curriculum, evidenced by portfolio achievements, adapting to the new normal, and fostering positive teaching attitudes. These observations ensure the alignment of objectives, materials, strategies, assessments, and student participation with the curriculum. Portfolio accomplishments allow focused technical support. During the pandemic, hybrid platforms, radio, and TV-based instructions were used. Good feedback from observations boosts teachers' attitudes. This process aligns with the study question on curriculum coordination by school heads, demonstrating their role in ensuring curriculum alignment and effective teaching strategies.

Table 3. Coordinating Curriculum in Classroom Observation

Core Ideas	Cluster Themes
Classroom observation data are reflected in portfolios that offer valuable evidence for data-driven feedback systems.	Portfolio Accomplishment
Portfolio accomplishment aligns with the curriculum by validating the effectiveness of teaching strategies employed by teachers.	
Portfolio accomplishment supports personalized professional development for teachers.	Opportunities within the New Normal
During classroom observation, teachers explore and implement blended learning models that combine online, radio-based, and TV-based instruction.	
The new normal calls for continuous professional development and support for teachers as they adapt to changing instructional practices and technologies.	Positive Attitude towards Teaching
In classroom observation, constructive feedback leads to a more positive attitude toward teaching.	
The peer learning process can foster a sense of camaraderie among teachers and create a supportive environment that promotes a positive attitude toward teaching.	
Classroom observation brings positive outcomes in student engagement and learning; It reinforces teachers' teachers' belief in the impact of their teaching and contributes to a positive attitude towards their profession.	

Portfolio Accomplishment

The school head stated that the teacher portfolio gives evidence about identified areas that require assessment, which aids in delivering positive feedback and evaluation during classroom observations. They explained that employing a teacher portfolio during these inspections provides a more comprehensive and precise picture of a teacher's abilities than a single observation session. One informant explained:

"By examining a ~~teacher's~~ ~~teacher's~~ portfolio before observation, teachers and school heads can recognize areas they want to focus on or improve during the classroom observation. This self-reflection benefits teachers in setting accurate goals and making reflective choices during their observed lessons." (KII-01)

According to the informants, a teacher portfolio enables school heads to comprehend teacher instructional goals and methods, as well as how they link the curriculum with learning objectives, during classroom observations. One school head noted:

"Lesson plans, instructional objectives, and curricular resources can all be included in a teacher portfolio. These documents can be used to demonstrate a teacher's thoughtful and systematic preparation approach during a classroom observation." (KIF-04)

Opportunities Within the New Normal Education

During the new normal, classroom monitoring is conducted using virtual platforms, according to the school heads. Teachers can use, adapt, and embrace blended learning by incorporating online, radio, and television training, resulting in a flexible, inclusive, and engaging learning environment that accommodates a wide range of student choices and technical accessibility. The informant stated that:

"Teachers have a unique opportunity to embrace blended learning models that incorporate online learning, radio-based instruction, and television-based instruction, allowing for a flexible and diverse learning experience that accommodates different student preferences and access to technology." (KII-01)

School heads emphasize the effectiveness of blended learning, which incorporates online, radio, and television-based instruction to create a dynamic, flexible learning environment. This approach allows teachers to tailor their methods to students' individual needs, enhancing overall teaching effectiveness. The use of blended learning during classroom observations highlights a teacher's adaptability and innovation, aligning with modern educational standards that promote technology integration.

"Blended methods of learning provide teachers with a valuable way to incorporate online, radio, and television-based instruction into their teaching practices." (KII-02)

Positive Attitudes Towards Teaching

School heads noted that combining classroom observation with constructive feedback fosters a positive attitude toward teaching. This approach helps teachers identify areas for improvement, highlights strengths, and enhances professional development. Peer learning during observations creates a supportive environment, boosting morale and confidence. As teachers see improvements in student engagement and learning, their confidence grows, reinforcing a positive outlook on their profession.

"I agree that constructive feedback is important in fostering a positive attitude toward teaching. When teachers receive feedback that highlights their strengths while also suggesting areas for improvement, it empowers them to grow professionally and encourages them to embrace new strategies and techniques, ultimately enhancing their effectiveness in the classroom." (KII-03)

Productive feedback from classroom observations is crucial for teachers to reflect on and improve their teaching methods. It offers insights into strengths and areas for growth, boosting teachers' confidence and fostering a positive attitude. By implementing feedback-based changes, teachers enhance their professional development and significantly improve student engagement and learning outcomes.

"Constructive feedback enables teachers to reflect on their instruction methods and make necessary adjustments. By receiving specific and actionable feedback, they identify strengths and areas for improvement, boosting confidence and fostering a positive teaching attitude as they see the positive impact on students." (KII-04)

4. Conclusions/Implications

The study "School Heads' Experiences on the Conduct of Classroom Observation" investigated how school heads in the Panabo South District use classroom observations to improve teaching, supervise learning, and coordinate curriculum. The findings showed that these insights have significance for refining teaching practices, promoting professional development, and improving student results. Key success factors include collaboration between school leaders and teachers, systematic inclusion in professional development programs, the use of standardized tools, and regular monitoring. The study emphasizes the importance of proper training and resources for school heads, incorporating classroom observations into educational policies, and cultivating a culture of continuous improvement. Technology, professional learning networks, and a culture of continuous improvement helped to handle challenges, including balancing accountability and support, managing time, and guaranteeing consistency. Classroom observations have a substantial impact on teacher professionalism because they provide positive reinforcement, encourage improved teaching approaches, and foster a supportive learning environment. Also, they maintain curricular consistency and instructional coherence, hence improving student results through continual professional development and communication.

Commented [AS8]: There are no discussions in terms of comparing and contrasting the findings of this study and the ones appeared in the introduction. It is obvious that you cannot do it as those studies mentioned are remotely related to yours and you have treated them in very quick passing without reviewing them.

Commented [AS9]: Provide answers to the questions posed at the beginning.

4.1 Recommendations

To guarantee effective classroom observations, school heads need to undergo extensive instruction and ongoing professional development that includes observation methodologies, feedback delivery, and standardized instruments. A collaborative environment in which school heads and teachers exchange best practices and support one another promotes trust and transparency, lowering fear over observations. Using technology, such as video records and digital checklists, increases efficiency and objectivity. Standardized processes and instruments promote consistency and accountability, while regular audits keep standards high. Promoting a culture of continuous improvement, in which observation data informs instructional decisions and teacher accomplishments, encourages continual progress. Policymakers should include classroom observations in larger supervisory frameworks, providing essential resources and fostering collaborative efforts. Emphasizing positive reinforcement and constructive feedback during observations increases teacher professionalism and adds to a dynamic educational environment.

References:

- Adam, S. (2007). *Introducing Bologna Objectives and Tools*. United Kingdom.
- Ali, M.A. (2003). *Supervision for Teacher Development. A Proposal for Pakistan*. Paris, IIEP/International Institute for Educational Planning.
- Al-abri, O.M. (n.d). *Supervisors' Perceptions of the Supervisory Process*.
- Alfonso, R.J., Firth, G.R., & Neville, R.F. (1984). *Instructional Supervision: A Behavioral System* (2nd ed.). Boston: Allyn and Bacon, Inc.
- Alimi, O.S., Alabi, F.O., & Ojo, L.O. (2012). Impact of selected modes of instructional supervision activities on students' academic performance in senior secondary schools in Ondo State, Nigeria. *Education Research Journal*, 2(1).
- Arredondo, D.E. (1995). Pushing the envelope in supervision. *Educational Leadership*, 53(3), 74-78.
- Aureada, J.U. (2021). The instructional leadership practices of school heads. *International Journal of Educational Management and Development Studies*, 2(2), 75-89.
- Awuah, P.B. (2001). *Supervision of Instruction in Public Schools in Ghana: Teachers' and Headteachers' Perspectives*. Murdoch University.
- Ayeni, A.J. (2012). Assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo State, Nigeria. *World Journal of Education*, 2(1).
- Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. *Center for Social Organization for Schools, John Hopkins University*.
- Balyer, A., & Özcan, K. (2020). School ~~principals'~~^{principals'} instructional feedback to teachers: ~~Teachers'~~^{Teachers'} ~~Teachers'~~^{Teachers'} views. *International Journal of Curriculum and Instruction*, 12, 295-312.

Commented [AS10]: Not APA

Formatted: Indent: Hanging: 0.5"

- Ballesteros, B. (2009). Approaching the concepts of "educational achievement" and "best practice": Delphi methodology as a tool for building consensus. *International Journal of Research Publication and Reviews*, 4(4), 6-12.
- Beach, D.B., & Reinhartz, J. (2000). *Supervision: Focus on Supervision*. New York: Harper and Row.
- Bellibaş, M.S. (2022). Empowering principals to conduct classroom observations in a centralized education system: Does it make a difference for teacher self-efficacy and instructional practices? *International Journal of Educational Management*. <https://www.semanticscholar.org/paper/Empowering-principals-to-conduct-classroom-in-a-it-Bellibaş/C5%9F/40711f85e17cc95d87c0331d31f9359769aad224>
- Blasé, J., & Blasé, J. (1998). Inquiry and collaboration: Supporting the lifelong study of learning and teaching. *International Electronic Journal for Leadership in Learning*, 2(7), 3-4.
- Blasé, J., & Blasé, J. (2000). Effective instructional leadership. *Journal of Educational Administration*, 38(2), 130-141.
- Blumberg, A. (1998). *Supervisors and Teachers: A Private Cold War*. Berkeley, CA: McCutchan Publishing.
- Bolin, F.S., & Panantis, P. (1992). Searching for a common purpose: A perspective on the history of supervision. In C.D. Glickman (Ed.), *Supervision in Transition: The 1992 Yearbook of the Association for Supervision and Curriculum Development* (pp. 30-43). Alexandria, VA: ASCD.
- Brown, S. (2005). Assessment for learning: Learning and teaching in higher education. *Learning and Teaching in Higher Education*, 1(1), 2004-05. United Kingdom.
- Catalogo, M., & Doromal, A.C. (2022). Implementation of results-based performance management system: An approach for social change in the educational system. *Technium Social Sciences Journal*. <https://techniumscience.com/index.php/socialsciences/article/view/6319/2210>
- Catcalin, L. (2023). Supervisory practices of school heads: ~~Teachers'~~ Teachers' perspectives. *Psychology and Education: A Multidisciplinary Journal*, 14(4), 466-477. https://scimatic.org/show_manuscript/2116
- Chaula, L. (2023). School ~~heads'~~ heads' clinical supervision practices and emerging teacher emotions in Tanzania secondary schools. *Heliyon*, 9(1). [https://www.cell.com/heliyon/fulltext/S2405-8440\(23\)00228-1](https://www.cell.com/heliyon/fulltext/S2405-8440(23)00228-1)
- Chaula, L., Lawrent, G., & Iramba, I.F. (2022). School ~~heads'~~ heads' post-observation practices in Tanzania: Feedback implications for teachers. *International Journal of Educational Administration, Management, and Leadership*.
- Chang, H., & Jordan, P. (n.d). Make every day count.
- Coimbra, M.N.C.T. (2013). Supervision and evaluation: Teachers' perspectives. *International Journal of Humanities and Social Science*, 3(5).
- Costa, A.L., & Garmston, R.J. (1994). *Cognitive Coaching: A Foundation for Renaissance Schools*. Norwood, MA: Christopher Gordon.
- Daing, C., & Mustapha, L.C. (2023). School ~~administrators'~~ administrators' instructional leadership skills and ~~teachers'~~ teachers' performance and efficacy in senior high schools in the national capital region, Philippines. *International Journal of Educational Policy Research and Review*. <https://journalissues.org/ijeprr/wp-content/uploads/sites/7/2023/02/Daing-and-Mustapha-.pdf>

- Danielson, C. (2010). *Danielson's Framework for Teaching for Classroom Observations*. Measures of Effective Teaching (MET) Project. Bill and Melinda Gates Foundation.
- Danielson, C. (2012). Observing classroom practice. *Educational Leadership*, 70(3), 32-37.
- Data Collection Monitoring Report. (2010). *Standards-Based Classroom Observation Protocol for Egypt (SCOPE) in GILO and TILO Schools*. USAID/Egypt.
- Department of Education. (2010). *Discussion Paper on the Enhanced K to 12 Basic Education Program*.
- Department of Education. (2010). *Instructional Supervision: Standards, Procedures and Tools*.
- Department of Education. (2012). *Division Instructional Supervisory and Monitoring Scheme*. Division Memorandum No. 106, s. 2012.
- Department of Education. (2013). *Search for the Best Performing School (Elementary and Secondary Level)*. Division Memorandum No. 113, s. 2013.
- DepEd BESRA TED-TWG. (2013). *Meaning and Purposes of CB-PAST*.
- DepEd-IPPD Package Guide. (2009). *Individual Plan for Professional Development (IPPD) for Teachers Guide and Tools*.
- Ebmier, H., & Niklaus, J. (1999). The impact of peer and principal collaborative supervision on teachers' trust, commitment, desire for collaboration, and efficiency. *Journal of Curriculum and Supervision*, 14(4), 351-378.
- Fatimah, H., & Syahrani, S. (2022). Leadership strategies in overcoming educational problems. *Indonesian Journal of Education (INJOE)*. <https://injoe.org/index.php/INJOE/article/view/34>
- Fenwick, T.G. (2001). Teacher supervision through professional growth plans: Balancing contradictions and opening possibilities. *Educational Administration Quarterly*, 37(3), 401-424.
- Fullan, M.G. (1998). Leadership for the 21st century: Breaking the bonds of dependency. *Educational Leadership*.
- Fullan, M., & Hargreaves, A. (1996). *What's Worth Fighting for in Your School?* New York: Macmillan.
- Glatthorn, A.A. (1998). *Theories of Supervision*. New York: Macmillan.
- Glickman, C.D. (1989). The developmental approach to supervision. *Association for Supervision and Curriculum Development*.
- Glickman, C.D. (1992). *Supervision in Transition*. Alexandria, VA: ASCD.
- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2004). *Instructional Leadership: A Developmental Approach* (6th ed.). New York: Pearson Educ. Inc.
- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2007). *Supervision of Instruction: A Developmental Approach*. Needham Heights, MA: Pearson Education.

- Goldhammer, R., Anderson, R.H., & Krajewski, R.J. (1980). *Clinical Supervision: Special Methods for Supervision of Teachers*. New York: Holt, Rinehart and Winston.
- Goldhammer, R., Anderson, R.H., & Krajewski, R.J. (1993). *Clinical Supervision: New York*.
- Good, T.L., & Brophy, J.E. (2003). *Looking in Classrooms* (6th ed.). New York: Harper Collins.
- Guardacasa, C.G., & Benavides, N.G. (2020). Supervisory roles of the school heads of the 2nd congressional district of Sorsogon. *International Journal of Novel Research in Education and Learning*, 7(4), 27-33.
- Guidera, A., Chang, H., & Patrick, S. (2017). *Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era*. Baltimore, MD: Attendance Works.
- Guskey, T.R. (2003). Professional development that works: What makes professional development effective. *Phi Delta Kappan*, 84(10), 748-750.
- Hailaya, W.M. (2014). The ~~teachers'~~ ~~teachers'~~ perception towards instructional supervision and its impact on their professional development: A case of public secondary schools in Kinondoni District, Tanzania. *International Journal of Education and Research*, 2(1), 23-42.
- Hamzah, N., & Ng, M. (2010). *School Heads' Experiences on the Conduct of Classroom Observation*. Malaysia: Institute of Education.
- Herder, D.J., & Ellis, M. (2017). *Empowering teachers through professional development: The impact of a structured teacher support system on the quality of classroom instruction and teacher self-efficacy*. New York: Teachers College Press.
- Herzberg, F. (2008). *Motivation to Work*. New York: Wiley.
- Hunt, T.C. (1991). *Supervision for Better Schools* (7th ed.). New York: Pearson.
- IEQ-Tanzania, Basic Education Development (2004). *Supervisory Skills and Practice for Quality Education*. USAID/Tanzania.
- Iqbal, Z. (2005). *A Comparative Study of the Impact of the ~~Heads'~~ ~~Heads'~~ Instructional and Supervisory Practices on ~~Teachers'~~ ~~Teachers'~~ Motivation*. Allama Iqbal Open University.
- Irving, J.A. (2004). Supervisory practices of school heads. *Journal of Educational Supervision*, 23(4), 353-367.
- Jefferson, A. (2016). Effective supervision practices in schools. *Journal of School Administration*, 12(3), 201-220.
- Jones, R.S. (2021). Supervisory roles and responsibilities: Challenges faced by school heads. *Educational Leadership Review*, 16(2), 145-159.
- Kalule, L.K., & Bouchamma, Y. (2021). *School Leadership Practices and Teacher Performance: A Case of Rural Schools in Uganda*. Belgium: IntechOpen.
- Khan, F., & Malik, S. (2019). Teacher supervision practices and student learning outcomes: A case study of public secondary schools in Pakistan. *Journal of Education and Practice*, 10(24), 98-109.

- Kutsyruba, B. (2003). A comparison of the development of educational supervision in Canada and Ukraine. *Leadership and Policy in Schools, 2*(1), 7-26.
- Landsberg, J. (2001). Effective instructional leadership: ~~Teachers'~~ ~~Teachers'~~ perspectives. *International Journal of Leadership in Education, 4*(1), 53-70.
- Lavigne, A.L. (2014). *Supervision and Evaluation of Teachers: A Case Study of Principals'-Principals' Practices in the United States*. New York: Routledge.
- Liakopoulou, M. (2011). Professional qualifications of teachers and their work in the classroom. *International Journal of Instruction, 4*(1).
- Lucas, S.E., & Valentine, J.W. (2002). Principal leadership, faculty morale, and student achievement in elementary schools. *Journal of Educational Administration, 40*(5), 488-510.
- Marshall, K. (2013). *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Memon, M. (2007). *Standards and Processes of Evaluating the Performance of Teachers*. Germany: VDM Verlag Dr. Müller.
- Merriam, S.B. (1988). *Case Study Research in Education: A Qualitative Approach*. San Francisco, CA: Jossey-Bass.
- Moorman, R.H. (1995). *Organizational Citizenship Behavior: The Good Soldier Syndrome*. Lexington, MA: Lexington Books.
- Ng, S., & Szeto, W. (2016). Instructional leadership practices in Singapore secondary schools. *International Journal of Leadership in Education, 19*(2), 202-223.
- Ololube, N.P. (2014). *Supervision, Quality Control and Accountability in Public Schools*. Owerri, Nigeria: Springfield Publishers.
- Pajares, M.F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62*(3), 307-332.
- Pansiri, N.O. (2008). Instructional leadership for quality learning: An assessment of the impact of the primary school management development project in Botswana. *Educational Management Administration & Leadership, 36*(4), 471-494.
- Pansiri, N.O. (2014). Teacher participation in school leadership: Is it a matter of educational equality or quality improvement? *Compare: A Journal of Comparative and International Education, 44*(2), 183-205.
- Popham, W.J. (2004). *America's "F" in School Accountability*. Alexandria, VA: ASCD.
- Province, L. (2001). Instructional supervision in Malaysian primary schools: The work of head teachers. *Journal of Educational Supervision, 23*(3), 295-308.
- Provinzano, K., & Honig, M.I. (2012). Central office leadership in principal professional development: The practice behind the promise. *Journal of Educational Administration, 50*(5), 571-602.

- Republic of the Philippines. (2016). *Republic Act No. 10533*. Retrieved from <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
- Rothstein, R., & Jacobsen, R. (2009). The goals of education. *Phi Delta Kappan*, 90(9), 614-615.
- Sergiovanni, T.J., & Starratt, R.J. (1998). *Supervision: A Redefinition*. New York: McGraw-Hill.
- Smith, G.R. (2011). School climate and teacher supervision: The impact of principals' instructional leadership on teacher efficacy and school climate. *Journal of Educational Administration*, 49(2), 201-215.
- Tan, C. (2011). Teacher supervision practices in Singapore schools. *Asia Pacific Journal of Education*, 31(1), 29-42.
- Taysum, A. (2013). Education leadership in a rapidly changing world: Reflections from the Asia-Pacific region. *Asia Pacific Journal of Education*, 33(2), 133-148.
- Tengan, R.C. (2012). Instructional supervision: A tool for school improvement. *Ghana Journal of Education and Teaching*, 1(2), 98-107.
- Tillema, H. (2014). ~~Teachers'~~ ~~Teachers'~~ professional development and reflection. *Educational Management Administration & Leadership*, 42(3), 284-304.
- Tyagi, R.S. (2010). School-based instructional supervision and the effective professional development of teachers. *Compare: A Journal of Comparative and International Education*, 40(1), 111-125.
- Uysal, S., & Kuru, M. (2015). Instructional leadership practices of school principals: A case study from Turkey. *Educational Administration: Theory and Practice*, 21(3), 353-372.
- Villegas-Reimers, E. (2003). *Teacher Professional Development: An International Review of the Literature*. Paris: UNESCO International Institute for Educational Planning.
- Wanzare, Z.O., & Da Costa, J.L. (2000). Supervision and staff development: Overview of the literature. *NASSP Bulletin*, 84(618), 47-54.
- Wiles, J., & Bondi, J. (2010). *Supervision: A Guide to Practice* (9th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Xaba, M.I., & Nhlapo, V.A. (2014). ~~Principals'~~ ~~Principals'~~ instructional leadership practices in managing the instructional programme. *Mediterranean Journal of Social Sciences*, 5(23), 1146-1153.

Formatted: Indent: Before: 0.53", Hanging: 0.03", After: 0.31"