



AMERICAN JOURNAL OF  
**ARTS AND HUMAN SCIENCE (AJAHS)**

ISSN: 2832-451X (ONLINE)

**VOLUME 3 ISSUE 3 (2024)**



PUBLISHED BY  
**E-PALLI PUBLISHERS, DELAWARE, USA**

## Classroom Observation and Teachers' Professional Development Activities: Basis for Intervention Plan

Grecilyn Reños<sup>1\*</sup>, Pepa Pontillas<sup>1</sup>

### Article Information

**Received:** May 29, 2024

**Accepted:** June 30, 2024

**Published:** July 03, 2024

### Keywords

*Classroom Observations,  
Professional Development*

### ABSTRACT

Classroom observations systematically measure teachers' performance, offering an effective professional development method. This study examines teachers' perceptions of classroom observation and its impact on their professional growth. It evaluates the extent of classroom observation and its relationship with professional development during pre-observation, actual observation, and post-observation phases. The study involved 376 elementary teachers from Manolo Fortich District II and III, Division of Bukidnon, using a tool adapted from DepEd, COT (RPMS) for Teacher I-III. A mixed-method research design and universal sampling were employed, with mean, standard deviation, and Pearson Product Moment Correlation for statistical analysis. Results indicated a very positive level of classroom observation and professional development. Significant relationships were found between classroom observation phases and professional development activities like LAC sessions, training, and postgraduate study. Teachers perceive classroom observations as enhancing their knowledge, skills, and teaching practices, providing professional development opportunities, and contributing to their overall growth. It is recommended that teachers pursue postgraduate studies to further improve their teaching skills and knowledge in various subjects.

### INTRODUCTION

Classroom observation is considered one of the strategies to improve teachers' ability to teach and gauge students' outcomes. It is intended to enhance teachers' classroom practices and effectiveness in teaching. This study aims to identify the instructional practices and problems experienced by the teachers in the classroom. It is a method of assessing how the teachers process their instruction and provide helpful feedback to improve classroom instruction.

Some teachers disfavor classroom observations. They have to prepare the instructional materials to be used, apply technology in their lessons, and check the classroom to see if it is conducive to the learners. Consequently, they feel uncomfortable if someone is watching while teaching, and they are afraid of the outcome of the observations. From their perspective, they can teach well if nobody is observing them.

Nonetheless, such feelings of discomfort and stress from being observed should hinder one from attaining professional development, which is achieved through classroom observations. The researcher, who is a teacher in Manolo District and who has taught for a number of years, believed that classroom observation can assess teaching and learning and can develop teachers' skills and knowledge. The different phases of observation are beneficial for their professional development. The three phases of observation are as follows, pre-observation, actual observation and post-observation. These are the process of evaluating and recording the interaction between teachers and students to improve the teaching practices and performance of the students. As a result,

such a process helps them develop their professional skills. The researcher wants to assess how classroom observation and professional development activities have helped teachers enhance their knowledge, skills, and competence.

In this context, teachers should understand that observation is essential throughout their teaching career because it is a part of the instructional supervision of their school heads. Supervision is an essential step in improving teaching and instructional procedures. It is not intended to create stress and anxiety but to be fully aware that classroom observation is a means to develop them professionally.

Teacher observation is important to student performance because it is generally evaluative in character. As an approach to professional development that enhances instruction and student outcomes, observation is being used by an increasing number of schools. It can be somewhat concerning for a teacher to be observed in the classroom. The school, principals, and teachers would all gain much from teacher observation, which also serves as a form of professional development. More and more administrators and teachers are viewing observation as a form of collaborative professional development (Education World, 2023). Katal *et al.* (2021) enumerated three stages of classroom observation. The pre-observation phase is the first where the observer and the observer get a chance to talk about the basis of the observation, where the teacher will be evaluated, and what kind of feedback is being sought. The setting of the lecture, the type of interaction that is anticipated from the students, the expected result, and the method by which

<sup>1</sup> PHINMA Cagayan de Oro College, Philippines

\* Corresponding author's email: [grco.renos.coc@phinmaed.com](mailto:grco.renos.coc@phinmaed.com)

the observer will be presented to the students all given to the observers.

In the next stage, the observation phase contributes to the observer's teaching abilities while also providing valuable insights into the observer's teaching strategies. The students should be informed of the learners' presence, but he is not allowed to participate in class activities while the observation is going on. Telling them that the observer isn't there to assess their performance and effectiveness is important. The presence of the observer shouldn't influence the way the teachers deliver the lesson in any way from how they do it normally. Taking notes on the points while observing helps the observer's ability to prepare of the teacher.

As to the third stage, which is post-observation, the observer and the observer have to discuss the feedback. During their observation, some observers jot down significant points. However, in order to easily remember the specifics of the lesson delivery, it is important to hold a post-observation meeting as soon as possible. Additionally, especially in the areas where the observer has requested feedback, the observer is expected to provide a post-observation form.

One of the best and most conventional methods of serving as a mirror for a teacher is classroom observation. This is a way to let teachers understand where they are in terms of their skills, not only in the delivery of the curriculum but also in their classroom management and their different techniques and abilities. Teachers are the backbone of educational activity and the success of any educational endeavor is highly dependent on their job performance.

In the Philippines, the Republic Act 10533, known as the Enhanced Basic Education Act of 2013, underscores that classroom observation is used to measure and ensure quality teaching. According to Section 14 of the law, the Department of Education is required to report on the many implementation-related factors, such as teacher welfare and training needs, which can be assessed by observation in the classroom. Feedback offers chances for idea sharing and high-quality input for ongoing improvement.

Further, Jogan (2018) defined classroom observation as a purposeful examination of teaching and learning events through the systematic processes of data collection and analysis is the observation of instruction in a classroom or other learning environment, either formally or informally. Feedback targeted at enhancing their classroom management and teaching strategies is frequently provided through classroom observations, typically carried out by administrators, other teachers, or instructional specialists. As an extension of official supervision, school administrators also often watch teachers.

Further, emphasizing the importance of professional development, this study also attempts to determine the different phases of professional development such as LAC sessions, training and postgraduate study. The researcher believes that these phases would further

enhance teachers' content knowledge, increase their competence in teaching, and promote effectiveness and professional growth, as shown in their classrooms.

Professional development is the set of tools. These resources allow educators to learn new teaching techniques, receive mentoring, and deepen their expertise in their field. Those who participate in workshops or leadership sessions develop and enhance specialized skills, including technical, quantitative, and analytical skills (TOPHAT, 2023). Schwartz (2023) pointed out that professional development will be part of almost every teacher's career. They have to attend the offered training, participate in group projects, or look for workshops and conventions. She said that effective professional development would provide educators the chance to expand their knowledge and hone their craft, which might improve student results. Instructors can work together on this as a means of collaboration, and school administrators can assist their instructors in this way as well.

Robinson (2019) shared his ideas about why these matter in education. Teachers that take part in professional development courses will be exposed to fresh concepts and viewpoints. It would also increase their expertise in the field and later build their confidence in their work. This confidence will be carried over to the classroom and can be shared with the students. Enrolling in professional development courses offers educators innumerable opportunities to widen their ideas, deepen their understanding, and see things from different points of view within their area of expertise. Teachers can question established practices, investigate different strategies, and adjust to changing educational environments by experimenting with new concepts, methods, and techniques. This exposure to other viewpoints promotes a culture of lifelong learning and professional development in addition to attracting intellectual curiosity. Professional development courses can allow teachers to refine their abilities and deepen their knowledge in certain fields of interest or specialization. By means of focused training sessions, workshops, and seminars, educators enhance their teaching strategies, obtain advanced skills related to their careers, and obtain practical insights. In addition to improving instruction and student learning, this expansion of knowledge places teachers in how to lead and efforts function within their schools. For teachers, taking professional development courses is a path of transformation shaped by learning, development, and self-discovery. Teachers become positive change individuals who push creativity and continual improvement in the educational system by embracing new ideas, expanding their expertise, and fostering a sense of confidence in their profession.

## LITERATURE REVIEW

### Classroom Observation

Classroom observation investigates its impact on the behavioral competencies and instructional effectiveness of the teachers as determined by an in-depth interview

and a modified survey questionnaire. The results showed that among primary school instructors, systematic classroom observation had a strong relationship and influence on both teaching performance and behavioral competence. Furthermore, it was discovered that among primary school teachers, behavioral competence and rigorous classroom monitoring significantly influence teaching performance. Moreover, the study widened the idea of the perceived impact of systematic classroom observation on the performance of elementary teachers, with emerging themes in the structured theme of the improvement of planning and teaching skills, assessing content knowledge, and developing teaching strategies (Auman & Asuncion (2023).

According to Wahid and Halim (2018), classroom observation plays a central role in making teaching and learning more visible. Teachers can enhance their classroom management and instructional approaches by using the collaborative critical feedback it offers. When it comes to determining the learning opportunities for their students, teachers find it crucial to see how students and teachers interact in the classroom. Observing classes also inspires colleagues to work together to enhance student learning and instructor effectiveness. Feedback from classroom observations is a useful tool for giving teachers the knowledge they need regarding the conduct of their classrooms and can support their ongoing professional development.

Along with the article of Biswas (2023) posited that classroom observation is very important to help the teaching and learning process be more effective. The purpose of this is to verify that teachers are using all required resources and teaching in a systematic way. In order to help pupils understand the concepts being taught to them, learning now places more emphasis on breaking each concept down into smaller parts. Assuring that pupils are learning effectively is the most crucial part of classroom observation. To ensure that instructors have the right training to advance their careers, it is also done to assess the knowledge and skills of the teachers. On the same line, Siddiqua (2019) asserts that classroom observation is potentially a useful tool for a teacher's professional development and works best when the personal capacity of a teacher, an observer, and the school will provide a basis for effective use and outcome for teachers. The major findings of her study revealed that teachers found the pre- and post-observation sessions to be very useful for their professional development. It helps them understand the roots of their problems. It also provided them the guts and mental aptitude to concentrate more on their enhanced actions and advance their professional abilities.

### **Pre-Observation**

Pre-observation consists of initial consultation with the instructor, discussing his expectations and context of the observation, and reviewing the syllabus and other relevant materials that support student learning. The supporting

course materials are foundational to teaching and learning in the classroom. These relevant materials should be provided prior to the pre- observation consultation. The pre- observation consultation is meant to set a collegial tone and establish rapport, mutual trust and respect between the observer and the instructor. The observer can discuss with the instructor specific areas that need attention during the observation, such as effective lecturing and active learning.

According to the Department of Education and Training of the State of Victoria as cited by Ya-nan (2023), in the pre-observation stage, both the observer and teacher need to make some preparations. To reach understanding on the precise emphasis of the observation, a discussion or meeting is required before to the classroom observation. Focus areas could include pedagogical approaches, instructional strategies, curriculum organization, lesson preparation, learning objectives, assessment techniques, using questioning to gauge student comprehension and assess the efficacy of the teaching style, classroom management, and supplies and resources.

### **Actual Observation**

According to the Center for Faculty Excellence, classrooms are complex learning environments where the instructor, students, content, and activities all intersect to foster learning. Observing an instructor in the classroom requires a high level of awareness from the observer. The observer watches explicitly the interactions, focusing on the areas discussed with the instructor during the pre-observation consultation. The observation provides an opportunity to capture concrete and specific information about what is happening in the classroom that the instructor might not be able to see while teaching. Similarly, Zhu Ya-nan (2023) stated that the second stage, which is the actual observation, is guided by the focus, which is decided in the pre-observation. The observer must focus on what he noticed, recorded, or assessed during the observation process. In order to get useful findings from classroom observation, some kind of recording and documentation of what is observed must be used.

### **Post – Observation**

The post-observation discussion is intended to help the instructor further explore, develop, and enhance their classroom management and instructional techniques. This discussion will help affirm what worked well, communicate what to change, and how to incorporate changes into the curriculum. A technique for the post-observation discussion is for the observer to begin the conversation by asking the instructor how they think the class went. From this point, it is important to always connect observed evidence and real events to how students learn (Center for Faculty Excellence).

Observational instruments are used to collect a wide range of evidence during the classroom observation, After the data collection process, reflection and feedback are needed. The post-observation phase provides an

opportunity for reflection and discussion of the observed teaching practices between the teacher and the observer. The questions will be about the feeling of the teacher during the observation, the accomplishment of the objectives through the students, the teaching strengths, the problems encountered and the suggestions for improvement (Zhu Ya -nan, 2023).

### Professional Development Activities

Teachers gain better professional knowledge, skills, attitudes, and values through ongoing professional development. The Continuing Professional Development (CPD) was introduced by the Philippine government in an effort to improve the nation's adherence to community standards. This law stipulates that in order to obtain a license from the Philippine Regulation Commission, professionals must accrue units by attendance at seminars, training sessions, and other events. It is in this premise that the researcher included in this study the professional development of teachers with the three components such as LAC sessions, trainings and post graduate study (Padillo *et al.*, 2021).

The efforts to update teacher's knowledge and practices have been focused particularly on teacher professional development with emphasis on the roles of teachers as active agents of the learning process. With the ongoing implementation and assessment of curriculum reform in the Philippines, various forms of PD aim to improve teachers' skills and align them with reform objectives (Gutierrez, 2019).

Padillo *et al.* stated that Teaching competences, which include instructional skills, subject matter knowledge, rapport-building with students, and classroom management abilities, should be had by all educators. These competencies can be acquired through professional activities. Skilled educators possess both personal and professional qualities that can inspire pupils to achieve better in the classroom. In addition, according to Ajayi, Onebeju, and Olutayo (2020), good teachers who possess a mastery of content, suitable pedagogical qualifications, and a positive attitude toward teaching play a significant role in student's educational attainment. He further added that for the teachers to possess the skills to deliver the lessons effectively, they need to have continuing professional development.

Moreover, Person (2019) affirmed that professional development is the process by which teachers continue their learning. Professional development, often understood to be the practice of giving instructors opportunity to continue their professional growth, enables teachers to improve professionally in their content areas or in pedagogy. Teachers at all levels typically do it to improve their own professional development and, eventually, the learning of their students.

### LAC Sessions

As stated in DepEd Order No. 35, in series 2016, a group of educators organized the Learning Action Cell

(LAC), which focuses on cooperative learning to address common problems faced by the school. These difficulties could relate to 21st century skills and ICT integration, learning diversity and student inclusion, curriculum and pedagogy, evaluation and reporting, and so forth. DepEd envisions this to serve as a school's continuing professional development. Bugtong (2018) defined the Learning Action Cell as a school-based professional instructional dialogue and a forum for team learning among teachers. School heads and teachers are responsible for the conduct of LAC sessions. Teachers will be requested to choose a lesson or topic for the forthcoming meeting, get ready to share their experiences verbally, and provide learning materials created in previous months for the students to use before the meeting. There would be sharing sessions and discussions that are relevant to the activity.

### Teachers Training

According to Ulla (2018), as cited by Hafeez (2021), training is a process to get the necessary skills to teach a particular subject. It is an effective way for teachers to improve the way they teach. The academic performance of students would be higher for a qualified instructor with superior teaching methods and strategies. She is better at instructing kids and putting different approaches and techniques. Similarly, Subedi (2015), as cited by Best (2019), found that teacher training has contributed to improving teacher-student relations. Students are more actively involved in learning, and more project work is done by trained teachers. Thus, the teacher training program is considered one of the most important aspects of teaching, and it really supports the teacher in making his classroom effective, efficient, systematic, and comprehensive. According to Upadhyay (2017), teaching is the process of shaping behavior, and the training makes a teacher perfect in his classroom teaching. It is related to skill and decision-making as well as attestation. It helps the teacher identify the student's aptitude, interest, and learning problems.

### Postgraduate Study

The study by Abandiano *et al.* (2020) claimed that teachers play a crucial role in nation-building. The Philippines can produce holistic learners who are grounded in values, furnished with 21st-century skills, and capable of driving the nation's development and advancement through the employment of qualified educators. Teachers must therefore view their high level of devotion to their work as reflected in their pursuit of continuous education, particularly graduate teacher education. Pursuing a graduate education degree has several benefits for teachers, including the acquisition of new teaching abilities, broadening of knowledge, increased self-confidence, application of current educational research to practices, and improved job stability and compensation. The findings of Sevim and Akin (2021) study revealed that teachers pursued graduate education mostly to achieve personal and professional development and

build academic careers. A lot of teachers said that after completing graduate school, they became more aware of the value of continuing education, altered the way they assessed events, and saw improvements in their performance, satisfaction, and self-confidence. Following their graduate education, nearly every teacher reported that their approach to teaching had improved.

### Statement of the Problem

This study aimed to determine the teachers' perception of classroom observation conducted by the school heads and their professional development activities in Manolo Fortich District II and III, Division of Bukidnon, for the School Year 2023- 2024. It specifically answered the following questions:

1. How do the respondents assess the classroom observation stages pre-observation, actual observation and post-observation?
2. How do the respondents assess the professional development activities based on LAC Sessions, training and postgraduate study?
3. Is there a significant relationship between the respondents' assessment of pre-observation and the professional development activities?
4. Is there a significant relationship between the respondents' assessment of actual observation and the professional development activities?
5. Is there a significant relationship between the respondents' assessment of post-observation and the professional development activities?
6. Based on the findings of the study, what intervention plan can be designed

### Theoretical Framework

This study is anchored on Social Learning Theory (SLT) introduced by psychologist Albert Bandura (1960), who proposed that learning occurs through observation, imitation and modeling. It is affected by a number of variables, including motivations, emotions, attitudes, and attention. According to the hypothesis, people learn through seeing the results of other people's actions. Bandura's theory goes beyond cognitive theories, which take into account psychological factors like attention and memory, and behavioral theories, which contend that all behaviors are acquired through conditioning. Later, Bandura based on the Social Learning Theory, created the Social Cognitive Theory in 1986. It asserts that learning takes place in a social context with a dynamic and reciprocal interaction between the individual, their environment, and their behavior.

The idea takes into consideration the interplay between environmental and cognitive factors that influence learning. Bandura's Social Cognitive Theory (SCT) emphasizes the importance of observational learning (Bandura, 2001). He stated that a person needs a role model in order to participate in observant learning. The person is motivated to keep learning because they cognitively recognize the worth of what they have learned. With pre existing skills,

students in social cognitive learning are able to match the model's attributes.

The observer can then perceive that learning occurs (Martinez *et al.*, 2016). Thus, the theory corroborates this study on classroom observation because In classroom observation, the school head observes the teacher's interaction, instructional methods, approaches and techniques used in delivering the content, the classroom dynamics on student engagement, the lesson delivery and classroom management. After the observation, the school head provided oral and written feedback and discussed the feedback with the teacher.

### Scope and Limitations

This study focused on classroom observation and professional development of teachers in Manolo Fortich District II and III, Division of Bukidnon, for the School Year 2023-2024. The respondents of the study were the three hundred seventy-nine (379) teachers of the seventeen (17) elementary schools in the two districts. The study is limited to classroom observation during the pre-observation, observation implementation and post-observation, which are considered as the independent variables, while the dependent variables of the study are the professional development activities, which are comprised of the LAC sessions, teachers' training and professional development.

### METHODOLOGY

#### Research Design

This study utilized a mixed-method research design. It combines and integrates quantitative and qualitative research studies. It entails gathering and evaluating data to address research questions and get a deeper understanding of a phenomenon. In this study, the quantitative method was used to determine the level of teachers' perception in classroom observation in terms of pre-observation, observation implementation and post-observation. In addition, it assessed the teachers' professional development in LAC Sessions, training and postgraduate study. The qualitative method is employed through the focus group discussions to know the teachers' perception of the classroom observation conducted by their school heads and its correlation to professional development. In this design, data will be collected from the participants to gather the necessary information that can be summarized in tables and numerical forms.

According to Creswell (2013), mixed methods research is the class research design where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study for the purpose of breadth and depth understanding and corroboration.

#### Study Setting

The locale of the study is the schools in two districts in Manolo Fortich, Division of Bukidnon. The two districts comprise seventeen elementary schools. There are eight

elementary schools in Manolo Fortich District II and nine in Manolo Fortich District III. Manolo Fortich District II comprises nine (9) schools and Manolo Fortich III has eight (8) schools. All schools are accessible by transportation. Manolo Fortich is a 1st-class municipality in the Philippines. It is a part of Bukidnon in Northern Mindanao. Its northern boundaries are Cagayan de Oro City and the Malitbog municipality. In the Sumilao municipality in the east, the Libona and Baungon municipality in the west, and the rough ranges of Mount Kitanglad in the south. It is about 40 minutes away from the bustling commercial center of Cagayan de Oro City. Manolo Fortich has a progressive economy and proof of such progress is the construction of the Manolo Fortich Hydroelectric Plant. This powerplant harnesses energy from the Tanaon, Amusig and Guihean rivers, which produce renewal energy for the whole of Mindanao. The development of the facility has given the residents of Manolo Fortich a lot of job prospects.

**Study Population and Sampling Technique**

The participants of this study on classroom observation and teachers’ professional development activities are the three hundred seventy-six (376) elementary teachers in Manolo Fortich District II and III in the Division of Bukidnon for the School Year 2023- 2024. Similar to other divisions, the Division of Bukidnon aims to provide quality education to students by increasing their academic performance with teachers who are considered to have a crucial role in shaping the lives and careers of future generations. Table A below illustrates the distribution of

respondents by school. This study, which was carried out on seventeen (17) schools in Manolo Fortich, District II and III in the Division of Bukidnon, utilized the total population sampling technique wherein all teachers in the elementary were the participants. The Total population sampling is a kind of purposive sampling in which all members of a population with a given set of attributes, traits, experience, knowledge, skills, and event exposure are chosen to be examined. This is frequently used to create evaluations of experiences or occurrences in a specific group.

**Research Instruments**

The research instrument employed in this study is a researcher-made, patterned and modified questionnaire. There are two parts of the survey questionnaire in the study. The first part assesses classroom observation, which is composed of three phases: pre-observation, actual observation, and post-observation. Pre-observation and post-observation are conducted by the researcher, while the actual observation is taken from DepEd, COT- (RPMS) for Teacher I – III. The second part ascertains the professional development activities of the teacher, which consists of LAC Sessions, training and postgraduate study. The survey questionnaire on LAC sessions, which is patterned and modified, is taken from Dizon *et al.* (2019), while the survey questionnaire on pieces of training and postgraduate study is researcher-made. The questionnaire was made use of a four-point scale. To extract the desired information and enhance the study, a focus group discussion was conducted to select teachers who are not respondents to the study.

**Table 1:** Distribution of Respondents

Schools	Respondents
Manolo Fortich II Alae Central School	63
Awol Elementary	7
Damilag Integrated School	68
Kitam-is Elementary School	16
Lunocan Elementary School	19
Mambatangan Elementary School	34
Mantibugao Integrated School	17
Minsuro Integrated School	5
San Isidro Elementary School	10
Manolo Fortich III Camp 1 Elementary School	14
Plantation Central Elementary School	49
Sankan Elementary	19
Kalugmanan Elementary	18
Dahilayan Integrated School	11
Bagalangit Elementary	2
Lindaban Elementary	16
Mampayag Elementary	8
<b>Total</b>	<b>376</b>

**Statistical Treatment of Data**

Descriptive statistics such as mean and standard deviation were utilized to assess the classroom observation on pre-observation, actual observation and post-observation. Moreover, mean and standard deviation were also employed to determine the level of teachers’ professional development, such as LAC Sessions, training and postgraduate study. For the significant relationship between classroom observation and teachers’ professional development activities, Pearson Product Moment of Correlation was used.

**Ethical Consideration**

In the pursuit of conducting research on Classroom observation and Teachers’ Professional Development Activities Basis for the Intervention Plan, several ethical considerations were diligently observed to ensure the highest standards of research integrity. This permission and approval were obtained from the Dean of the Graduate School of PHINMA-Cagayan de Oro College and the Schools Division Superintendent of Bukidnon. The approved letter from the Schools Division Superintendent was forwarded to the supervisor and to the school heads of the schools of the teacher respondents. Overseeing educational matters within the

specified research setting is an essential step to ensure compliance with institutional guidelines and regulations and respect the jurisdiction of educational authorities. The researcher explained to the teacher the rationale and purpose of the study, that their participation was voluntary, and that they could withdraw anytime if they were no longer willing to participate.

Additionally, the participants' confidentiality and privacy were protected to the fullest extent possible. This means that in order to avoid any unintentional identity revelation, comments or experiences must be reported using codes or aliases, and all data must be securely stored. Participants were fully informed about the collection, storage, and use of their data, with the assurance that it would only be used for research reasons and not for any commercial or exploitative goals. Compliance with data protection rules and guidelines is necessary. Their names and identities would not be identified to maintain the anonymity of the participants

while collecting, recording and analyzing the data.

The data collected was encrypted to ensure that nobody could read and divulge the information and results. A password-protected account or folder was utilized. It was reviewed by the Institutional Review Board (IRB) of the institution to make certain that the process of data gathering met the ethical standards and ground rules.

Lastly, to maintain the highest ethical standards in academic inquiry, proper acknowledgment and citation of other people's work, including prior research, must be adhered to. These ethical considerations collectively support responsible and ethical research practices, respecting the rights and well-being of all participants and offering insightful information to the field of education.

## RESULTS AND DISCUSSIONS

### Problem 1. How do the Respondents Assess the Classroom Observation Stages Pre-Observation, Actual Observation, and Post-Observation?

**Table 2:** Distribution of Respondents' Assessment of Pre-Observation

Indicator	Mean	SD	Description
I check the attendance and punctuality of the students before the observation.	3.68	0.528	At all Times
I prepare the lesson plan / logbook, teaching guide, and manual before teaching.	3.64	0.539	At all Times
I prepare the instructional materials, textbooks and technology equipment.	3.69	0.528	At all Times
I incorporate the use of ICT in the delivery of the lesson.	3.69	0.523	At all Times
I choose my strategies and activities to engage the learners.	3.70	0.521	At all Times
I maintain an environment that promotes fairness and respect to encourage learning.	3.65	0.537	At all Times
I maintain a flexible pacing for the lesson, adjusting the timetable as needed to ensure all learning objectives are covered within the allocated time.	3.66	0.517	At all Times
I initiate a pre-lesson discussion designed to activate prior knowledge, generate curiosity, and set the stage for active learning.	3.66	0.515	At all Times
I review the alignment of the objectives to the evaluation to be administered to the students.	3.63	0.524	At all Times
I prepare the test notebook on formative and summative evaluation.	3.64	0.529	At all Times
<b>Overall</b>	<b>3.66</b>	<b>0.526</b>	<b>At all Times</b>

*Legend:*

3.26 – 4.00 *At all Times / High Observed*

1.76 – 2.50 *Sometimes / Seldom Observed*

2.51 – 3.25 *Most of the Times / Observed*

1.00 – 1.75 *Never / Not Observed*

Table 2 shows the distribution of respondents' assessment of pre-observation with an overall mean of 3.66 (SD= 0.526), described as At all Times. This means that these teacher respondents viewed classroom pre-observation as part of day-to-day life as a teacher. This is the stage of observation where the observer will clarify the purpose of the lesson, identify specific goals to accomplish, and discuss specific strategies and techniques to be employed. Teachers' attitudes or behavior towards pre-classroom observation need to be positive because it can affect their performance development as teachers. Smith and Brown (2020) highlighted the positive impact of intentional pre-observation planning on teacher self-reflection and growth. This observation emphasizes the importance of

strategic pre-observation planning in setting clear goals and expectations. This involves collaborative discussions between teachers and observers to align on the focus areas of the observation. According to Bilog *et al.* (2023), classroom observation can be one of the actuating aspects that could lead to the teachers' engrossment. The classroom, pupils, lesson plans, and teaching materials are part of teaching.

In particular, the indicator I choose my strategies and activities to engage the learners obtained the highest mean of 3.70 (SD = 0.521), described as At all Times. This means that before the observation, the teachers had already planned to use various activities, such as hands-on experiments, group discussions, and multimedia presentations. Using a variety of activities, pupils are involved and active in the process of learning. Also, they have the idea to implement flexible grouping strategies that allow students to move freely and easily comprehend

the lesson. Haramain and Alih (2021) posited that the appropriate use of instruction had been one of the crucial functions of teachers for them to become efficient, effective and productive in their field of specialization. Many studies have been conducted disclosing that the success of teaching and learning lies in using relevant strategies to address the varied needs and interests of the learners.

On the other hand, the indicator, I review the alignment of the objectives/goals to the evaluation to be administered to the students, garnered the lowest mean of 3.63 (SD=0.524), described as At all Times . This signifies that there are teachers who do not reassess the objectives and goals parallel to the evaluation to be given to the learners. Evaluations administered by teachers must consider what to measure in order not to create

frustration and undermine the learner’s motivation and learning. Building alignment of the goal and assessment allows the teacher to identify the knowledge and skills to be developed for the learners. According to April (2023), when instructional objectives and assessment methods are not aligned, students are not given a fair opportunity to demonstrate their mastery of the lessons. Students who believe their efforts are unappreciated may become frustrated and resentful as a result of this alignment, which could negatively impact student achievement. As a result, school administrators need to motivate their faculty members to develop assessments with greater intention by coordinating them with learning goals. Kurt (2020) emphasized that evaluations are used in a course to measure whether the students have achieved the learning objectives.

**Table 3:** Distribution of Respondents’ Assessment of Actual Observation

Indicator	Mean	SD	Description
I apply knowledge of content within and across curriculum teaching areas.	3.64	0.540	At all Times
I use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.47	0.558	At all Times
I apply range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills.	3.57	0.535	At all Times
I create a structured classroom environment that facilitates individual and group engagement through diverse hands-on activities.	3.59	0.551	At all Times
I manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	3.60	0.548	At all Times
I use differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strengths, interests and experiences.	3.60	0.540	At all Times
I plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	3.58	0.552	At all Times
I select, develop, organize, and utilize relevant learning resources and ICT tools to effectively address learning goals.	3.60	0.529	At all Times
I design , select, organize and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	3.59	0.552	At all Times
I cultivate a supportive learning environment that fosters active participation, cooperation and passion for continued learning.	3.62	0.544	At all Times
<b>Overall</b>	<b>3.59</b>	<b>0.545</b>	<b>At all Times</b>

Legend:

3.26 – 4.00 *At all Times / High Observed*

1.76 – 2.50 *Sometimes / Seldom Observed*

2.51 – 3.25 *Most of the Times / Observed*

1.00 – 1.75 *Never / Not Observed*

Table 3 illustrates the distribution of respondents’ assessment of actual observation with an overall mean of 3.59 (SD=0.545) described At all Times . This indicates that teachers consider actual classroom observations as essential because, in this stage, they focus on the delivery of the lesson and observe the student’s behavior and reactions. For the teachers actual classroom observation is a favorable probability for professional development, which offers valuable insights about teaching strategies, pupil engagement, and overall classroom enthusiasm. In addition, the result of the focus group discussions

revealed that 80 % agreed that assessing them through observation would give them insightful feedback and help them develop their skills and potential to achieve the quality education that the department has envisioned. According to Sanjeev Datta Personality School (2021), to make teaching and learning more valuable and visible, classroom observation provides constructive and honest feedback to improve classroom management and helps interaction between students and teachers. It also provides them with information about classroom behavior. The article of Moskowitz Teachers (2023) singled out that classroom observation is an act of watching a teacher’s performance in their classroom or learning environment. It is also a method of documenting without interrogating individuals, things, or events’ behavioral patterns or

communicating with them. Ding *et al.* (2019) emphasize how important it is to have established observation techniques. The focus, uniformity, and alignment of observations with learning goals are guaranteed by well-defined frameworks.

Further, the indicator I apply knowledge of content within and across curriculum teaching areas obtained the highest mean rating of 3.64 (SD=0.540) described as At all Times. This suggests that teachers constantly incorporate their knowledge and innovative tools and strategies for enhancing students learning according to their own teaching style. This includes disciplinary methods for learners' growth and development. This implies that the teachers have a thorough comprehension of the subject and the ability to create methods for sharing the knowledge and help the learners to be engaged and have successful learning activities. De Leon (2020) stated that content knowledge application influences how teachers engage with the learners regarding the subject matter, how they evaluate and use instructional materials, and how teaching impacts the achievement of the learners. The ability to exhibit precise, comprehensive, and wide understanding of the subjects we teach in every teaching opportunity is essential to the teaching profession. Similar

to this, every learning opportunity is valuable because of our competency, which links each lesson to the next and to the outside world.

Meanwhile, the indicator I use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills got the lowest mean rating of 3.47 (SD=0.558), described as At all Times. This means that many teachers neglect to use techniques to improve their pupil's reading and numeracy abilities. They should understand how important it is for educators to develop these skills. It would not only help learners reach their full potential but also give them ability to assess ideas critically and interact with creativity which enhances their comprehension level. To attain comprehensive educational development, it is important to incorporate instructional strategies that improve students' literacy and numeracy skills in an efficient manner.

This will facilitate their academic progress and personal development. As mentioned by Johnson and Smith (2021), it highlights an important aspect of instruction that is differentiated. The conversation focuses on how improving literacy and numeracy abilities can be achieved by modifying teaching strategies to meet the needs of every learner.

**Table 4:** Distribution of Respondents' Assessment of Post-Observation

Indicator	Mean	SD	Description
I submit a complete written report on the observation conducted by my school head.	3.50	0.558	At all Times
I utilize appropriate strategies that suit to the subject matter.	3.47	0.530	At all Times
I effectively integrate ICT tools like interactive quizzes or screen recordings to provide my school head with a more interactive and informative observation experience.	3.51	0.558	At all Times
I annotate my lesson plan with notes on adjustments made during the observation and areas for future improvement.	3.55	0.537	At all Times
I monitor the student's academic progress through the result of the evaluation.	3.62	0.515	At all Times
I am able to accomplish the objective of the lesson as planned.	3.55	0.537	At all Times
I identify the problems and areas in teaching that need to be improved.	3.59	0.523	At all Times
I develop trust and positive attitude in classroom observation.	3.60	0.520	At all Times
I am able to reflect the best practices to enhance my instructional skills.	3.61	0.519	At all Times
I am able to identify my strength and weaknesses after the evaluation.	3.63	0.515	At all Times
<b>Overall</b>	<b>3.56</b>	<b>0.531</b>	<b>At all Times</b>

Legend:

3.26 – 4.00 *At all Times / High Observed*

1.76 – 2.50 *Sometimes / Seldom Observed*

2.51 – 3.25 *Most of the Times / Observed*

1.00 – 1.75 *Never / Not Observed*

Table 4 shows the respondents' assessment of the level of classroom observation considering post-observation with an overall mean of 3.56 (SD=0.531), described as At all Times. This infers that teachers are aware of the importance of post-observation. They consider this to be a crucial stage in the teacher assessment process, which offers a chance for contemplation, criticism, and professional development. They would be able to analyze which part of the instruction worked well and what particular aspect to be improved. They comprehend

that the purpose of the post-observation is to review and assess the data for the purpose of improving their instruction. In the study conducted by Hill (2021) using the questionnaire developed by Kember *et al.* (2020), they concluded that post-observation talks are valuable as they provide a platform for self-reflection and introspection. In the same manner, it allows teachers to critically assess their pedagogical approaches and their conversations foster ongoing professional development.

The indicator I am able to identify my strengths and weaknesses after the evaluation attained the highest mean rating of 3.63 (SD=0.515), described as At all Times. This means that teachers have discovered their strengths and weaknesses after the observation. The feedback given to

them by the observer helped them realize what areas they naturally excel in. The strengths include their knowledge, attributes, skills, and positive talents. Meanwhile, their weaknesses are the particular areas that are not well developed and need to be improved. The opportunity to reflect and talk about the observed teaching practice is provided by this post-observation phase for both the instructor and the observer, the accomplishment of the objectives through the students, the teaching strengths, the problems encountered and the suggestions for improvement (Zhu Ya -nan, 2023).

The indicator I utilize appropriate strategies that suit to the subject matter got the lowest mean rating of 3.47 (SD=0.530), described as At all Times. This suggests that these few respondents seldom use appropriate strategies that suit the learners. There are a lot of appropriate

strategies that can be used for any subject matter. This includes concepts like inquiry-based learning, classroom management, reflective practices, pedagogical content knowledge, technology integration, differentiated instruction, inquiry-based teaching, subject-specific literacy strategies, and cultural responsiveness. Bouslog (2019) stated that teachers need to have a wealth of knowledge in various teaching strategies and a bucket of these strategies to have their learners engage and keep them actively participating in the learning process. It plays an important role in classroom instruction. Teachers would spontaneously project information that does not engage or connect with students if they did not employ strategy. The study of Onyishi and Sefotho (2021) highlights how important it is to modify teaching methods to fit the curriculum and the different needs of pupils.

**Table 5:** Summary of the Respondents' Assessment of Classroom Observation

Variables	Mean	SD	Interpretation
Pre-observation	3.66	0.526	Highly Observed
Actual observation	3.59	0.545	Highly Observed
Post-observation	3.56	0.531	Highly Observed
<b>Overall</b>	<b>3.60</b>	<b>0.534</b>	<b>Highly Observed</b>

Legend:

4 3.26 - 4.00 *Highly Observed*

2 1.76 - 2.50 *Seldom Observed*

3 2.51 - 3.25 *Observed*

1 1.00 -1.75 *Not Observed*

Table 5 shows the summary of the respondent's assessment of the level of classroom observation. Overall, results show that the respondents' assessment of the level of classroom observation was very high as indicated by the overall mean of 3.60 (SD=0.534), interpreted as Highly Observed. The result divulges that teachers consider classroom observation as important part of teaching. They highly Observed that it provides a satisfactory learning experience for the learners and this is done by implementing instructional strategies and techniques as planned by them. Delivering appropriate teachings in the greatest possible learning environment leads to improve academic achievement of the learners. Djoub ( 2023) accentuates that classroom observations are an essential step in the assessment process to learn how students perform in the classroom, identify those who may need support, and monitor progress. Properly executed, observations can serve as a tool for both evaluating instruction and learning and enhancing the expertise and abilities of teachers.

The variable Pre-observation obtained the highest mean rating of 3.66 (SD=0.526) interpreted as Highly observed. This indicates that majority of the teachers are convinced that an effective observation process requires effective communication between the teacher and observer during the pre-observation phase to ensure aligned expectations. It is known from the way things are handled among teachers that good communication is essential to setting clear expectations for both the principal and the teacher

during the pre-observation period. Everyone involved is able to convey their goals, worries, and aspirations for the observation process with clarity and openness when communication is open. Teachers can share their teaching practices, learning goals, and any particular areas they want to focus on during the observation by having a conversation with the principal before the observation. Cabigao (2021) emphasized that during the pre-observation stage, which is the first phase, teachers and observers prepare for the observation by orienting themselves on the pre-determined indicators, ensuring the preparedness of teachers by knowing exactly what to prepare and what teaching behaviors are expected from them in the actual observation.

Moreover, the variable Post-observation got the lowest mean rating of 3.56 (SD=0.531), interpreted as At all Times. This implies that these teachers are worried about the possible outcome after they are observed. They are afraid of hearing the negative comments and suggestions of the observer. They failed to understand that the observation is conducted to gain valuable insights to develop oneself and to help the students learn. Engaging in a reflective conversation will provide helpful feedback that encourages the teacher's professional growth. In contrast, the result of FGD disclosed that 85% of the teachers answered the advantages of critical feedback because, according to them, it would improve their instructional practices. This means that these teachers are open to receiving feedback from their school heads and willing to follow the feedback provided to them. According to Ryan (2023), constructive feedback is a specific type of instruction feedback intended to provide guidance, insights, and suggestions for improvement.

In order to help teachers improve their teaching methods, deals with difficulties, and maximize the performance of the pupils and school head are able to provide helpful criticism.

**Problem 2. How do the Respondents Assess Their Professional Development Activities Based on LAC Sessions, Training and Postgraduate Study?**

**Table 6:** Distribution of Respondents’ Assess Professional Development Activities based on Learning Action Cell Sessions

Indicator	Mean	SD	Description
<b>LAC Sessions...</b>			
Brings 21 <sup>st</sup> century into teaching and learning situation.	3.50	0.521	At all Times
Enriches lessons with simple integration strategies in ICT that are developmentally appropriate.	3.44	0.517	At all Times
Collaborative learning and assessment through online platforms or shared digital resources.	3.52	0.530	At all Times
Implements ICT with the tools and equipment available to the school.	3.57	0.535	At all Times
Provides inquiry and exploration based student learning activities.	3.62	0.515	At all Times
Gains greater confidence in using a wider range of instructional and assessment tools.	3.60	0.520	At all Times
Shares a clear and practical framework for K to 12 classroom engagement using diverse ICT strategies, which other teachers can readily implement.	3.64	0.510	At all Times
Reshapes classroom practices ,leveraging insights from action research , to design personalized learning experiences and nurture student motivation.	3.54	0.529	At all Times
Boost students’ critical thinking by providing stimulating teaching strategies as well as learning environment.	3.62	0.497	At all Times
Plans and execute specific strategies that enhance student engagement.	3.58	0.504	At all Times
<b>Overall</b>	<b>3.57</b>	<b>0.518</b>	<b>At all Times</b>

Legend:

4 3.26 – 4.00 *At all Times / Highly Effective*

2 1.76 – 2.50 *Sometimes / Less Effective*

3 2.51 – 3.25 *Most of the Time / Moderate*

1 1.00 – 1.75 *Never / Not Effective*

Table 6 shows the respondents’ level of professional development activities based on LAC sessions. Overall, results show that the level of professional development activities based on LAC sessions was Very High as indicated by the overall mean of 3.57 (SD=0.518) described At all Times .This implies that teachers participated in LAC Sessions conducted in the school because they have the trust that the sessions will help them upgrade their teaching performance. They are convinced that Learning Action Cell, which is a school-based teacher program, is proven to be effective in encouraging teachers to collaborate and share challenges in the school. It would also To improve their comprehension and expertise of the curriculum and teaching methods, encourage them to engage in critical reflection. They are aware that LAC aims to enhance students’ knowledge, abilities, and attitudes in accordance with the curriculum-linked competencies. It helps them to address their instructional competence and their performance. According to Basco *et al.* (2022) and Vega (2020), the Learning Action Cell supports teachers in developing stronger working environments, strengthening their bonds with one another, advancing their professional development, and improving their pedagogical competency.

The indicator LAC sessions Shares a clear and practical framework for K to 12 classroom engagement using diverse ICT strategies, which other teachers can readily

implement obtained the highest mean rating of 3.64 (SD=0.510) described as At all Times. This implies that the teachers acknowledged the importance of building a collaborative atmosphere that supports continuous learning and growth. By connecting the thoughts and ideas addressed with the abilities in the department’s basis education curriculum, they stand to gain important insights. Some of these insights could include the use of individualized education to meet the needs of many different types of learners, the application of active learning strategies, and the integration of technology to enable open and collaborative discussions outside of organized sessions.

Cartilla and Rondina (2020), as cited by Angeles *et al.* (2023), state that the LAC Sessions is a school-based teacher program created to promote continuing professional development by improving teaching and learning. During the event, a group of teachers have cooperative talks about a specific issue that the school is facing. The group can decide on subjects for each session depending on the order of priority on the agenda .The LAC sessions may be the ideal setting for educators to share new teaching techniques when they become available ideas.

On the other hand, the indicator LAC sessions enrich lessons with simple integration strategies in ICT that are developmentally appropriate got the lowest mean rating of 3.44 (SD=0.517), described as At all Times. Despite the interpretation showing a high level of efficacy, many teachers are reluctant to say that LAC sessions effectively improve classes through ICT integration. Their unwillingness to integrate ICT into their teaching methods

results in their pupils failing to have comprehensive and interesting learning experiences. It appears that even when they attend LAC sessions, they seldom integrate technology to make the subjects simpler to comprehend, simplify teaching strategies, improve student interest, and make learning more enjoyable. This implies that teachers face barriers in applying ICT such as lack of support,

inadequate experience and inadequate ICT training. In a study conducted by Smith and colleagues (2020), found that teachers who participated in LAC sessions reported increased proficiency in integrating basic and developmentally appropriate ICT tools into their lessons. During group discussions, they gained useful knowledge that helped improve teaching methods.

**Table 7:** Distribution of Respondents’ Assess Professional Development Activities based on Training

Indicator	Mean	SD	Description
<b>The training.....</b>			
Enhances the mastery of learning skills and knowledge of teachers.	3.45	0.509	At all Times
Develops teachers’ innovativeness in teaching the lessons.	3.44	0.517	At all Times
Improves teachers satisfaction, motivation and morale.	3.53	0.548	At all Times
Empowers teachers to quickly adapt to and utilize the latest technological trends.	3.58	0.525	At all Times
Provides teachers better communication, teaching and critical skills.	3.59	0.512	At all Times
Helps teachers to identify student’s aptitude, interest as well as their learning problems.	3.60	0.521	At all Times
Builds positive and collaborative relationship in the workplace.	3.60	0.520	At all Times
Encourages teacher autonomy and ownership over their pedagogical decisions within a supportive framework..	3.55	0.528	At all Times
Helps teachers to be aware on updated practices and methodologies.	3.57	0.535	At all Times
Improve teacher’s instructional techniques and academic performance of students.	3.61	0.509	At all Times
<b>Overall</b>	<b>3.45</b>	<b>0.509</b>	<b>At all Times</b>

Legend:

4 3.26 – 4.00 *At all Times / Highly Effective*

2 1.76 – 2.50 *Sometimes / Less Effective*

3 2.51 – 3.25 *Most of the Time / Moderate*

1 1.00 – 1.75 *Never / Not Effective*

Table 7 shows the respondents’ level of professional development activities based on trainings. The data reveals that the level of professional development activities based on trainings was described as At all Times as indicated by the overall mean of 3.45 (SD=0.509). This denotes that teachers believed that training is essential for their professional growth to help them to better understand and manage their learners. They would be able to know, understand, and manage well their students effectively. It would also equip them with updated practices and methodologies and help them maintain a positive attitude towards colleagues and parents. They are aware that training program has a positive impact not only to them but also to the learners.

According to Ulla (2018), as cited by Hafeez (2021), training is a process to get the necessary skills to teach a particular subject. It is an important way for educators to improve their instruction. Students would perform better academically under a qualified teacher with superior teaching methods and skills. She possesses greater aptitude for instructing kids and applying the various approaches and techniques. Similarly, Subedi (2015), as cited by Best (2019), found that teacher training has contributed to improving teacher-student relations. Students are more actively involved in learning, and more project work is done by trained teachers. Thus, the teacher training program is considered one of the most

important aspects of teaching, and it really supports the teacher in making his classroom effective, efficient, systematic, and comprehensive.

Further, the indicator Improve teacher’s instructional techniques and academic performance of the students gained the highest mean rating of 3.61 (SD=0.509) described as At all Times . This suggests that Teachers probably know that they would get new strategies and tactics for teaching in the classroom through training. They have the chance to pick up new techniques, approaches, tactics, and abilities. Additionally, they recognized that training increases their confidence in addition to improving their knowledge and skills. They acknowledged that their performance would improve, increase their effectiveness and productivity, and enhance the academic performance of the students.

Duyga and Muhterem (2012), as cited by Mugarura *et al.* (2022), rightly pointed out that the skills appropriate for generations before might no longer prepare students for the world beyond school. Pupils are expected to approach everyday tasks with greater creativity and consideration. It should be noted that the training of teachers is very important in the life of learners and the general performance of the school. Student performance is linked to numerous factors, but quality teachers are one of the most important components of students success. If school teachers do not have the tools to teach students effectively, their students will suffer. To teach effectively, teachers need access ongoing professional development. On the other hand, the indicator Develops teachers’ innovativeness in teaching the lessons garnered the

lowest mean rating of 3.44 (SD=0.517), described as At all Times. This means some teachers fail to implement creative teaching practices. Based on the researcher’s perceptiveness, teachers should be innovative to promote critical thinking and tackle the challenges in the workplace. Innovative teaching strategies would create an engaging and effective learning environment for the learners. To be

innovative, teachers can create new teaching techniques and approaches to meet the needs of the learners. As a teacher to become a better innovator themselves, they have to adjust their lesson planning that can help them adjust by teaching declarative knowledge so that it sticks, teach thinking skills explicitly and use technology to maximize access to information (Pollock *et al.* 2021).

**Table 8:** Distribution of Respondents’ Assess Professional Development Activities based on Postgraduate

Indicator	Mean	SD	Description
Expands career opportunities in the current field and new career.	3.48	0.520	At all Times
Helps advanced skills and in depth- knowledge on the subject areas.	3.42	0.515	At all Times
Provides teachers with hands-on learning experiences and increases proficiency in any disciplines.	3.61	0.529	At all Times
Helps teachers to build network among professionals.	3.53	0.539	At all Times
Encourages teachers to make and prepare more engaging activities to improve students’ performance.	3.58	0.534	At all Times
Enables the teachers to be up – to- date with new research and findings within the field of teaching.	3.56	0.517	At all Times
Helps the teachers to further immerse oneself in the profession.	3.59	0.523	At all Times
Leads to tangible changes in their measurement and evaluation practices.	3.53	0.539	At all Times
Provides the potential for career advancement and increased earning opportunities, based on individual merit and qualifications.	3.60	0.530	At all Times
Enhances teachers qualifications and competitiveness for career advancement opportunities.	3.55	0.537	At all Times
<b>Overall</b>	<b>3.54</b>	<b>0.528</b>	<b>At all times</b>

*Legend:*

- 4 3.26 – 4.00 *At all Times / Highly Effective*
- 2 1.76 – 2.50 *Sometimes / Less Effective*
- 3 2.51 – 3.25 *Most of the Time / Moderate*
- 1 1.00 – 1.75 *Never / Not Effective*

Table 8 shows the respondents’ level of professional development activities based on post-graduate study. Overall, results show that the level of professional development activities based on post-graduate study was very high as indicated by the overall mean of 3.54 (SD=0.528) described as At all Times. This unveils that teachers pursue postgraduate study to improve their teaching skills. They wanted to expand their knowledge on fields related to their current areas of specialization. Pursuing a postgraduate degree will give them invaluable experience that they can put into practice and gain practical skills in the classroom. In the article written by Coursera Staff (2024), they reiterated that by enrolling in a postgraduate program, one can sharpen necessary skills in the field of study with hands-on experience. Additionally, one’s career may benefit from the connections made with important industry figures. Many advanced degrees provide access to the possibility of earning better salaries, although the earning potential varies as much as the job outlook does. According to Abellanco and Abendiano *et al.* (2020), teachers play a crucial role in nation-building. The indicator Provides teachers with hands-on learning experiences and increases proficiency in any discipline, obtained the highest mean rating of 3.61 (SD=0.529),

described as At all Times. This means that teachers acquire advanced professional academic skills through postgraduate studies that enhance their educational knowledge and experience. Their postgraduate study provides them the ability to perform well the task or activity in a particular area. They can provide equitable learning opportunities to the students and assess their performance. The study of Main (2023) identifies that hands-on learning, often referred to as experiential learning, is a pedagogical approach that immerses students in practical experiences, fostering a deeper connection with the subject matter. This form of teaching encourages students to participate actively in their education, in contrast to traditional teaching approaches that frequently place an emphasis on memorizing and passive listening. The philosophy provides students with engaging hands-on experiences that would further develop the learning process (Martin, 2020).

The indicator Helps advanced skills and in depth-knowledge on the subject areas got the lowest mean rating of 3.42 (SD=0.515), described as At all Times. The respondents strongly agreed that postgraduate studies sharpened their skills and abilities, even if this indication had the lowest mean. and knowledge in the subject areas assigned to them. They have the depth of knowledge of the curriculum and understanding of the subject matter to measure how the students learned during instruction. The school is a place of

learning for teachers and learners. Through professional development, educators can improve their methods and

knowledge, which leads to the sharing of skills between educators and learners.

**Table 9:** Summary of the Respondents' Assessment of Professional Development Activities

Variables	Mean	SD	Interpretation
LAC Sessions	3.57	0.518	Highly Efficient
Trainings	3.55	0.522	Highly Efficient
Post Graduate	3.54	0.528	Highly Efficient
<b>Overall</b>	<b>3.55</b>	<b>0.523</b>	<b>Highly Efficient</b>

Legend:

4 3.26 - 4.00 Highly Efficient

2 1.76 - 2.50 Less Efficient

3 2.51 - 3.25 Efficient

1 1.00 -1.75 Not Efficient

Table 9 shows the summary of respondents' assessment of professional development activities. Overall, results show that assess of professional development activities was very high as indicated by the overall mean of 3.55 (SD=0.523), interpreted as Highly Efficient. This unveil that the respondents have concluded that professional development programs help them become more skilled, encourage active learning, foster teamwork among colleagues, and set an example of best practices. Based on the results, participants acknowledged that professional development activities had a major influence on their abilities and methods of instruction. Teachers can cultivate a collaborative and dynamic learning environment in their field by participating in focused professional development activities. Teachers can use collective expertise to implement best practices in the classroom by exchanging ideas, sharing experiences, and learning from one another. Continuous professional development adds new knowledge to the teacher's skill set and deepens the competency of the areas where the teacher is already productive. (Washington, 2019).

The variables LAC Sessions obtained the highest overall mean rating of 3.57 (SD=0.518) interpreted as At all Times. This means that the respondents have proven the effectiveness of LAC Sessions in engaging a group of teachers to collaborate and share their challenges and experiences. It empowers them to shift their attitudes, behaviors and relationships as they interact. They internalized that by fostering their knowledge, attitudes, and competences in terms of curriculum, instruction, and assessment in their job, LAC can enhance the

teaching-learning process. Moreover, it would help them foster a better working environment and develop their interpersonal relationship with their colleagues and improve their competence. Based on DepEd Order No. 35, s 2016, which is known as Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategies for the improvement of teaching and learning.

The variable Postgraduate Study got the lowest mean rating of 3.54 (SD=0.528), interpreted as Highly Efficient. This signifies that few teachers have a negative idea on the postgraduate study. Based on the results of this study, these are the teachers who do not believe that postgraduate study would help them advanced their skills and knowledge. However, the researcher refutes this finding. These teachers are aware that postgraduate study would enhance their skills and knowledge to improve the performance of the students and grasp the advantage of having postgraduate study. These are the teachers who do not pursue graduate study for several reasons. According to the article by Go Greenva (Mary, 2022), while there are many reasons why one might choose to go to school, there are also many reasons why one might choose not to go. The reasons why someone might choose not to go to graduate school for teaching are because the cost of graduate school can be prohibitive; the job market for teachers is increasingly competitive; working conditions for teachers can be challenging; the stress of the job can be overwhelming; and there is no guarantee that you will be successful in the field.

**Problem 3. Is there a Significant Relationship between the Respondents' Pre-Observation and Their Professional Development Activities?**

**Table 10:** Test of Relationship between the Respondents of Pre-observation and their Professional Development Activities

Variables	Professional Development Activities			Overall
	LAC Sessions	Trainings	Post Graduate Study	
	r-value	r-value	r-value	
	p-value	p-value	p-value	
Pre-Observation	0.514	0.505	0.238	0.590
	(MPR)	(MPR)	(WPR)	(MPR)
	0.002*	0.004*	0.005*	0.007*
	S	S	S	S

Legend: \*significant at  $p < 0.05$  alpha level S – significant NS – not significant

Table 10 shows the relationship between the respondents' level of pre-observation and their professional development activities. Overall, the relationship between the respondents' level of pre-observation and their professional development activities was significantly moderate as indicated by the correlation *r*-value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis. This means that respondents' level of pre-observation and their professional development activities were correlated to each other.

The finding of the significant relationship between pre-observation and professional development activity in Learning Action Cell sessions implies that teachers who have attended the LAC sessions have knowledge and ideas of what to teach during the pre-observation. In addition, during the pre-observation conference, teachers who are enabled with the knowledge and skills can explain the process, identify the strategies, the instructional materials and evaluation to be employed by the observer during the observation. During the discussions, they would be able to elucidate their lessons, engage in collaborative decision making, clarify expectations and identify the areas where specific feedback should be provided by the observer.

In the Philippines, the teachers' quest for continuing professional development in Learning Action Cell Sessions helps to develop human potential to achieve quality teaching and learning. It provides a wider opportunity to level-up and guide teachers in promoting their knowledge, attitude and competencies for the effective implementation and delivery of curriculum, instruction and assessment in all schools (Gamboa, 2023). In like manner, pre-observation is significantly correlated to training because training helps teachers improve their teaching competence and allows them to reflect on their teaching skills and practices. Further, through training, they would be able to implement innovative teaching strategies based on the competencies in the curriculum required by the agency.

According to Myrto *et al.* (2021), providing teachers with a complete and effective professional development program can be achieved by offering them a learning workshop training that combines lectures and hands-on activities. While practical sessions give instructors the chance to

practice and enhance their skills, lectures give them the fundamental theoretical knowledge, research-based insights, and pedagogical tactics they need. By putting these components together, educators can participate actively in learning activities, get quick feedback, work with peers, and get a deeper understanding of good teaching techniques. This blended approach fosters a dynamic and interactive learning environment, empowering teachers to enhance their instructional effectiveness, adapt to diverse classroom needs, and ultimately improve student learning outcomes.

Similarly, pre-observation is significant to training because teachers are able to transfer their learning from training to their work. They could apply the skills, knowledge, and behavior gained in the training to real situations. It also evaluates the effectiveness of training and how it benefits their skills and performance. Kumar (2023) states that evaluating training effectiveness shows how useful current training offerings are and how they help in the future. Effective training leads to higher employee performance and satisfaction, boosts team morale and increases investments. In connection, pre-observation is significant to postgraduate study on the premise that having postgraduate study will expose teachers to new ideas and perspectives in teaching (Comon & Corpuz, 2024). Attaining new ideas and knowledge will be applied in planning and activities for the pre-observation. Attending postgraduate study will increase expertise and build confidence, which will be carried into the classroom and ensure quality education.

According to Padillo *et al.* (2021), ensuring quality instruction is reflected in RA 7836 or the Philippines Professionalization Act of 1994 and it was stipulated that teachers shall pursue other studies to improve their efficiency, enhance their career status, and fortify competence, virtues and productivity to be nationally and internationally competitive. The Code of Ethics for professional teachers encourages all school officials, including all teachers, to attend to their personal and professional growth.

**Problem 4. Is there a Significant Relationship between Respondents' Level of Actual Observation and Their Professional Development Activities?**

**Table 11:** Test of Relationship between the Respondents Level of Actual Observation and their Professional Development Activities

Variables	Professional Development Activities			Overall
	LAC Sessions	Trainings	Post Graduate Study	
	r-value	r-value	r-value	
p-value	p-value	p-value	p-value	
Actual Observation	0.589	0.592	0.120	0.550
	(MPR)	(MPR)	(WPR)	(MPR)
	0.001*	0.007*	0.090	0.001*
	S	S	NS	S

Legend: \*significant at  $p < 0.05$  alpha level S – significant NS – not significant

Table 11 shows the relationship between the respondents' level of actual observation and their professional development activities. Overall, the relationship between the respondents' level of actual observation and their professional development activities was significant as indicated by the correlation  $r$ -value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis. This implies that respondents' level of actual observation and their professional development activities were related to each other.

Moreover, actual observation, which is an essential step in the assessment process on how the students perform in the classroom, has a correlation to professional development activity in Learning Action Cell sessions. During actual observation, the observer would be able to see how the teachers apply the theories learned in content and pedagogy, manage the learning environment and the conduct of assessment to the students. Similarly, it allows to observe how the students interact during class discussions and activities and later be able to provide feedback on what techniques, approaches and ideas to implement thus, creating a continuous cycle for professional development. On this context, teachers who have participated in the LAC sessions can implement the content and performance standards and learning competencies effectively and assess the learning from their teaching.

In the article of Baluyut (2024) emphasized that every learner is unique. Thus, teachers find different ways to address strategies for the needs of every individual. They need to apply strategies and new techniques in

teaching their lessons so as to make the teaching and learning process effective. In order to achieve the goal of catering quality education to the learners, teachers should continuously be organized and manage LAC sessions that will greatly help them as far as their professional growth is concerned. As to the significant relationship of actual observation to training, the correlation can be viewed in the idea that as technology advances and strategies evolve in the workplace, there is a need to align with the changes in terms of knowledge and skills. One of the best ways to respond to the changes is by providing training to help improve performance and efficiency in the workplace.

Furthermore, there is no significant relationship between actual observation to postgraduate study. The results depict that actual observation has no correlation to post-graduate study. This indicates that during the actual observation, the teacher was not able to provide effective instruction as planned because he did not prepare the teaching plan and not ready with the activities and instructional materials. Teachers should always show confidence for the pupils to focus on whatever the activities are. Presentation, teaching devices, point of the lesson, classroom management, subject knowledge, pupil's behavior management, awareness of pupil's need and generalization and contradiction of the lesson are what the teachers should look at during the actual observation (Englatierra-Bilog & Manoos 2023).

**Problem 5. Is there a Significant Relationship between the Respondents' Level of Post - Observation and Their Professional Development Activities?**

**Table 12:** Test of Relationship between the Respondents' Level of Post-observation and their Professional Development Activities

Variables	Professional Development Activities			Overall
	LAC Sessions	Trainings	Post Graduate Study	
	r-value	r-value	r-value	
p-value	p-value	p-value	p-value	
Post Observation	0.197	0.118	0.195	0.188
	(WPR)	(WPR)	(WPR)	(WPR)
	0.017*	0.007*	0.047*	0.006*
	S	S	NS	S

Legend: \*significant at  $p < 0.05$  alpha level S – significant NS – not significant

Table 12 shows the relationship between the respondents' level of post-observation and their professional development activities. Overall, the relationship between the respondents' level of post-observation and their professional development activities was significant as indicated by the correlation  $r$ -value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis. This implies that respondents' level of post-observation and their professional development activities was related to each other. This divulges that post-observation is correlated with professional development activity in LAC sessions because the sessions provided

teachers to give critical reflection as to their knowledge on the curriculum and classroom practices. During the post-observation, feedback on the performance of the teachers and the behavior of students, as well as the results of the evaluation, are discussed. It provides an opportunity to have reflective discussions about the lesson. Both the observer and the teacher would identify specific areas to be reinforced and improved, and when used, they could be the best tools for professional development.

Fare (2021) claimed that the post-observation conference is valuable and that it is a time dedicated to focusing. This experience serves as an opportunity for the teachers to

review the details of a lesson with the observer while also reflecting on teaching practices. Not only does the post-observation provide the teacher with accolades regarding their teaching performance, but it is also an exchange where the teacher can reflect and is provided with critical feedback to improve instructional execution moving forward. In relation to the significant relationship of post-observation to training, teachers who constantly attend training have a high engagement level in acquiring skills and best practices to be used in performing their duties and responsibilities. These are the teachers who, when provided informed feedback by the observer, could easily give insights and identify the best practices that can lead to clearer and more focused instruction. They are receptive to feedback and aware that this can improve their performance and build strong relationships with the observer.

According to Al and LinkedIn Community (2023), observation and coaching can bring benefits to the employees and the organization, such as enhancing the transfer of learning from training to work, improving their performance and productivity, increasing engagement and retention, and strengthening the relationship and communication. This can be achieved by reinforcing the application of skills, knowledge, and behavior in real situations, helping them overcome challenges, develop new competencies and achieve their goals. Consequently,

post-observation is related to postgraduate study in the sense that post-observation is assessing a process or situation in a classroom and what is observed is documented. The actions and behaviors within the natural setting will provide insights and understanding of the situation being evaluated. In some ways, it is connected with postgraduate study because it is an opportunity for the observer to share observations, hone their skills and deepen their understanding of the subject areas.

Harrison (2023) elucidated the benefits of pursuing graduate studies. One of the benefits of postgraduate study is the opportunity to gain specialized skills. It can help enhance expertise and credibility. Moreover, it offers flexible and lifelong learning for graduate students. Aside from that, it builds a professional network. In graduate school of Teacher Education, they will meet people from different walks of life. Hence, it gives them a chance to build a network of professionals. Also, it offers an opportunity for a career change. Pursuing graduate study helps to reinvent oneself. The specialized skills and new knowledge being acquired can pave the way for more new opportunities in a different field. Finally, it gives first-hand experience when immersed in the chosen field.

**Problem 6. Based from the Findings of the Study, What Intervention Plan Can be Designed?**

**Table 13:** Matrix of Intervention Plan

Areas of Concern	Specific Objectives	Strategies / Activities	Persons Involved	Time Frame	Source of Fund	Budget	Expected Outcome
<b>Classroom Observation</b>							
A. Pre – Observation	To discuss on the purpose and objectives of the observation	Conduct meetings with the Teachers	School Head and Teachers	Year Round	Income Generating Project(IGP)	P 1,500	Documentation
	To review on the lesson plans , teaching materials, guide, manuals and relevant documents	Check the lesson plans, teaching materials, guide, manuals and relevant documents	School Head and Teachers	Year Round	Income Generating Project(IGP)	P 1,000	Accomplished Checklist
	To review the alignment of the objectives to the evaluation to be administered to the learners	Inspect the lesson plans and evaluation materials	School Head and Teachers	Year Round	Income Generating Project(IGP)	P 1,000	Test Bank for evaluation
B. Actual Observation	To conduct actual observation	Observation of teachers according to established protocols	School Head and Teachers	Year Round	Income Generating Project(IGP)	P 2,000	Accomplished COT Form

	To identify the range of instructional strategies that enhance learners achievement in literacy and numeracy skills	Taking detailed note on the instructional strategies	School Head and Teachers	Year Round	Income Generating Project(IGP)	P 2,000	Applied instructional strategies
	To identify the integration of technology in the teaching – learning process	Conduct workshop on integration of technology	School Head and Teachers	Monthly	Income Generating Project(IGP)	P 5,000	Adopted technology integration
	To focus on capturing quantitative and qualitative data on different activities and students engagement, teacher and learners interaction and classroom climate.	Training Workshops	School Head and Teachers	Monthly	Income Generating Project(IGP)	P 5,000	Compilation of the data
C. Post - Observation	To determine the teaching strategies that suit to the subject matter	Conduct post – observation meetings, sessions and workshops	School Head , Facilitators and Teachers	Monthly	MOOE	P 5,000	Adopted the teaching strategies
	To provide specific feedbacks on observed strengths and areas of improvement and any observed challenges during the observation	Discussion with the teachers on the findings	School Head and Teachers	Monthly	MOOE	P 2,500	Accomplished feedback forms
	To promote reflective teaching practices	Dialogue and sharing insights on the observation	School Head and Teachers	Monthly	Income Generating Project (IGP)	P 1,000	Employed best teaching practices
<b>Professional Development Activities</b>							
A.LAC Sessions	To enrich lessons with simple strategies in ICT that are developmentally appropriate	Collaborative workshops	School Head , Designated LAC Leaders and Teachers	Monthly	Income Generating Project (IGP)	P 6,000	Applied technology integration

	To enable teachers to support each other to improve their knowledge, practice, skills and attitude	Peer Collaboration Sessions	School Head , Designated LAC Leaders and Teachers	Monthly	Income Generating Project (IGP)	P 2,000	Accomplished Assessment Records
	To develop activities for professional development that are aligned to the specific goals	Workshops, seminars, peer observation and action research projects	School Head , Designated LAC Leaders and Teachers	Year Round	Income Generating Project (IGP)	P 4,000	Accomplished LAC profile and assessment
B. Training	To conduct a comprehensive assessment on specific areas for teachers' professional development	Training Sessions and Surveys	School Head , Facilitators and Teachers	Beginning of the School Year	MOOE	P 6,000	Accomplished survey forms
	To identify if the curriculum addresses the identified needs and provide opportunities for active learning	Participation through interactive activities, group discussions, peer collaboration and hands – on experiences during the training	School head and Teachers	Beginning of the School Year	MOOE	P 5,000	
	To develop teachers innovativeness in teaching the lessons	Training sessions on different innovations in teaching	School Head , Facilitators and Teachers	Monthly	MOOE	P 3,000	
C. Post – Graduate Study	To establish goals to help teachers enhance and advance their skills and in-depth knowledge on the subject areas	Assessment which include survey, interviews and group discussions	School Head and Teachers	Monthly	MOOE	P 2,000	Compilation of the assessment forms
	To encourage teachers to integrate their post graduate studies in instruction	Collaboration with colleagues on innovative teaching initiatives	School Head and Teachers	Quarterly	Income Generating Project(IGP)	P 1,500	Applied innovative teaching initiatives

	Identify post – graduate programs that align with their professional practices	Seminars, conferences, webinars or lectures on relevant topics related to teaching.	School Head and Teachers	Quarterly	MOOE	P 5,000	List of graduate programs
--	--------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--------------------------	-----------	------	---------	---------------------------

**CONCLUSIONS**

Based on the results and discussions that have been presented, the following conclusions were made: Majority of the respondents assessed classroom observation on pre-observation, actual observation and post-observation as highly observed. Meanwhile, the professional development activities based on Learning Action Cell sessions, training and postgraduate were related as highly effective. In addition, it was revealed that there is a significant relationship between classroom observation and professional development activities. Therefore, it can be concluded that classroom observation is necessary for continuous improvement in teaching and learning and for the holistic development of the learners. Thus, the teacher’s performance needs to be assisted by the school heads and given instructional support to become effective and efficient teachers. Further, it is suggested that teachers continue attending Learning Action Cell sessions and training and pursue postgraduate study for professional development.

**RECOMMENDATIONS**

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. School heads, during post-observation feedback, need to encourage the teacher to apply appropriate strategies to allow students to make meaningful connections on the lessons and provide real-life situations. It would help learners to participate and engage in different activities and situations presented to them. With the advent of technology, they should incorporate technology tools and equipment to make the students motivated and to deepen their understanding on the lessons.
2. Teachers may pursue graduate studies to enhance their skills and in-depth- knowledge on the subject matter of their preference. Subject matter knowledge extends beyond knowing a lot of something. It suggests that going deeper into the contents will yield greater and richer learning. They should also have effective time management skills to balance their work, personal lives, and other commitments.
3. The school head may create a supportive environment during the pre- observation so that teachers would feel comfortable and confident. Teachers should plan ahead of what is to prepare for the pre-observation. They should prepare the plan and identify the appropriate instructional tools and best technique to improve the teaching. They should fully grasp that supervision serves

as an essential step to develop them professionally.

4. School heads and teachers may consider actual observation as a form of collaborative professional development in as much as it is an avenue to display the instructional technique and ideologies that give direction to education in areas of the curriculum.

5. DepEd may encourage teachers to pursue their graduate studies to possess specialized knowledge, improve their performance in different perspectives and as an avenue to open new opportunities. Additionally, professional development such as training, seminars, and workshops should be organized and all teachers in the workplace should be accommodated.

**REFERENCES**

Abellanco, J., & Abandiano, M. (2020). The Mindset of Teachers in Pursuing Graduate Education: A Grounded Theory. *ISSN-2394-5125*, 7.

Al and LinkedIn Community. (2023). What are the key benefits of coaching for employees and organizations? Retrieved March 2, 2024, from <https://www.linkedin.com/advice/1/what-key-benefits-coaching-employees-organizations>

Alibaba: Global Products. (2023). Classroom observation – Purposes of classroom observation, limitations of classroom observation, new directors. Alibaba.com Official Site.

Alshehri, E. (2019). Classroom observation for professional development: Views of EFL teachers and observers. *Arab World English Journal: Special Issue: Application of Global ELT Practices in Saudi Arabia, September*. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3472192](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3472192)

Ahmed, H., Pasha, A., & Malik, M. (2021). The role of teacher training programs in optimizing teacher motivation and professional development skills. *Bulletin of Education and Research*, 43(2), 17-37.

Angeles, J., Naparan, G., Celesio, G., & Ecot, R. (2023). Describing the preparation, delivery, and challenges of teachers in the classroom observation through learning action cell.

Anugraba, K., Amoros, J., & Celico, K. (2023). The observation of teaching and assessing strategies in return to onsite learning after the COVID-19 pandemic. *Linguistic English Education and Art (LEE) Journal*, 6(2), January-June 2023. e-ISSN: 2597-3819.

Baluyut, J. (2024). Importance of LAC sessions. *Sunstar Pampanga*. Pressreader.com.

Bandura, A. (2001). Social cognitive theory: An agentic

- perspective. *Annual Review of Psychology*, 52, 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Barrogo, S. (2020). Teachers' perception of standardized classroom observation tool. *International Journal of Academic Pedagogical Research (NAPR)*, ISSN: 2643-9128, 4.
- Basco, A. O., Tonido, J., & Carson, S. O. (2022). Instructional competence of science teachers: Basis for budgeted school LAC session prioritization matrix. *European Scholar Journal*, 3(3), 46-54.
- Bilog, R., & Manoos, L. (2023). Preparedness of public elementary school teachers in performing their teaching tasks before, during, and after classroom observation in Lopez East District, Division of Quezon. *Psychology of Education: A Multidisciplinary Journal*, 11, 302-310.
- Bist, L. (2019). Teachers training for classroom management: A narrative inquiry. Faculty of Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal.
- Biswas, S. (2022). Objectives of classroom observation. *Teacher Stories*. Retrieved from <https://gradx.co/objectives>
- Bouslog, M. (2019). Effective teaching strategies used in today's classrooms. *Graduate Programs for Educators*. Retrieved from <https://www.graduateprogram.org>
- Bugtong, M. (2019). Active Learning Action Cell (LAC): Basis for a stronger working relationship among public high school teachers.
- Cabigao, J. (2021). Class observation post-conference framework for teachers. *International Journal of Academic Multidisciplinary Research (IJAMR)*, ISSN: 2643-9670, 5(2), 256-258.
- Cabral, J. (2019). School Learning Action Cell (SLAC) Sessions and Teachers' Professional Development in Buhaynasapa National High School.
- Caratiquit, K., & Pablo, R. (2021). Exploring the practice of secondary school teachers in preparing for classroom observation amidst the new normal of education. *Journal of Social, Humanity and Education (JSHE)*, ISSN 2746-623X, 1(4), 281-296.
- Cartilla, E. J., & Rondina, J. Q. (2020). Enhancing teachers' pedagogical practice in mathematics through 5E model focused inquiry-based learning (I.B.L.) on Learning Action Cell (L.A.C.) session. *American Journal of Educational Research*, 8(6), 416-419.
- Cherry, K. (2022). How social learning theory works. Retrieved from <https://www.verywellmind.com/social-learning-theory-2795074>
- Comon, J., & Corpuz, G. (2024). Teachers' research competence and engagement: Basis for research development plan. *American Journal of Arts and Human Science*, 3(1), 24–44. <https://doi.org/10.54536/ajahs.v3i1.2340>
- Coursera Staff. (2024). What is a postgraduate degree? Your 2024 guide. Retrieved from <https://www.coursera.org/articles/postgraduate-degree> on March 2, 2024.
- Creswell, J. (2013). Research design: Qualitative, quantitative, and mixed methods approaches. University of Nebraska-Lincoln. Retrieved from [https://www.ucg.ac.me/skladiste/blog\\_609332/objava\\_105202/fajlovi/Creswell.pdf](https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf)
- De Leon, M. (2020). Apply knowledge of content within and across the curriculum. *Scribd. Comm*. Retrieved from <https://www.scribd.com>
- Department of Education. (2011). Department Order No. 32, S2011. Policies and guidelines on training and development (T&D) programs and activities.
- Department of Education. (2016). Department Order No. 35, S2016. The Learning Action Cell as a K to 12 Basic Education Program school-based continuing professional development strategy for the improvement of teaching and learning.
- Department of Education. (2017). Department Order No. 42, S2017. National adoption and implementation of the Philippines Professional Standards for Teachers.
- Department of Education. (2023). DepEd Memo No. 008, S2023. Multi-year guidelines on the results-based performance management system – Philippine Professional Standards for Teacher.
- Ding, L., Jones, K., & Sikko, S. A. (2019). Interconnectedness and difference between action research and a lesson design study in Shanghai, China. *Educational Action Research*, 27(4), 595-612. <https://doi.org/10.1080/09650792.2019.1579745>
- Dizon, N., & Orge, N. (2019). Utilization of Learning Action Cell (LAC) session contents: Perceptions among secondary social studies teachers in Zambales, Philippines. *Journal of International Academic Research for Multidisciplinary*, 6(12), January 2019. ISSN: 2320-5083.
- Djoub, Z. (2023). Teaching strategies: 4 tips to make your classroom observations more effective. Retrieved from <https://edulearn2change.com/article-classroom-observations/> on March 2, 2024.
- Education World. (2023). Teachers observing teachers: A professional development tool for every school. Retrieved from <https://www.educationworld.com/admin/admin/admin297.shtml> on October 27, 2023.
- Englatierra-Bilog, R., & Manoos, R. T. (2023). Preparedness of public elementary school teachers in performing their teaching tasks before, during, and after classroom observation in Lopez East District, Division of Quezon. *Psychology and Education: A Multidisciplinary Journal*.
- Fare, D. M. (2021). The post-observation conference: An exploration of feedback strategies. *Graduate Theses and Dissertations*. Retrieved from <https://scholarworks.uark.edu/etd/4211>
- Gamboa, R. (2023). Results based performance management system. Retrieved from <https://www.slideshare.net/reychelgamboa2/rpms-eportfolio-2023gamboapptx> on March 2, 2024.
- Granström, M., Härma, E., & Kikas, E. (2022). Teachers' knowledge of learning strategies. *Scandinavian Journal*

- of *Educational Research*, 67, 1-16. <https://doi.org/10.1080/00313831.2022.2074536>
- Gutierrez, S. (2019). Learning from teaching: Teacher sense-making on their research and school-based professional development. *University of the Philippines, Diliman, Philippines. Issue on Educational Research*, 29(4).
- Hafeez, M. (2021). Impact of Teacher's Training on Interest and Academia Achievements of Students by Multiple Teaching Methods. *Pedagogical Research* 6(3). Retrieved from <https://doi.org/10.2933/pr/11088>
- Halim, S., Wahid, R., & Halim, T. (2018). Classroom observation – A powerful tool for continuous professional development. *King Khalid University*. <https://doi.org/10.301575/2017/ISLRES-2018050801>
- Haramain, J., & Alih, S. (2021). Instructional strategies employed by public elementary school teachers in South Central Mindanao, Philippines. *European Modern Studies Journal, College of Education, Graduate College Cotabato City State Polytechnic College, Philippines*, 4(6), JSSN 2522.
- Harrison, J. (2023). 9 unique reasons to pursue a master's degree. Retrieved from <https://abound.college/gradschool/advice/9-reasons-pursue-masters-degree/> on March 2, 2024.
- Hill, K. M. (2021). Teacher's use of reflective thinking. *Graduate Student Theses, Dissertations, & Professional Papers*, 11739. Retrieved from <https://scholarworks.umt.edu/etd/11739>
- Jacobs, G., & Renandya, W. (2019). *Student centered cooperative learning: Linking concepts in education to promote student learning*. <https://doi.org/10.1007/978-981-13-7213-1>
- Jogan, S. N. (2018). Classroom observation as an important tool for initial trainee teachers. *International Journal of Current Research*, 10(11), 75808-75811.
- Katal, A., Singh, V., Choudhury, T., & Imran, F. (2022). Enhancing teaching and learning through peer observation: An Indian case study. <https://doi.org/10.1155/2022/7825178>. Retrieved on October 27, 2023.
- Kember, D., Leung, D. Y. P., Jones, A., Loke, A. Y., McKay, J., Sinclair, K., et al. (2000). Development of a questionnaire to measure the level of reflective thinking. *Assessment & Evaluation in Higher Education*, 25(4), 381–395. <https://doi.org/10.1080/713611442>
- Koellner, K., & Greenblatt, D. (2018). In-service teacher education. *Oxford Bibliographies in Education*. <https://doi:10.1093/obo/9780199756810-0196>
- Kumar, N. (2023). How training evaluation can transform your training programs. Retrieved from <https://elearningindustry.com/how-training-evaluation-can-transform-your-training-programs> on March 2, 2024.
- Kurt, S. (2020). How can we align learning objectives, instructional strategies, and assessments? Retrieved from <https://educationaltechnology.net/how-can-we-align-learning-objectives-instructional-strategies-and-assessments/> on March 2, 2024.
- Locke, E. A., & Latham, G. P. (2019). The development of goal setting theory: A half century retrospective. *Motivation Science*, 5(2), 93–105. <https://doi.org/10.1037/mot0000127>
- Luvinzu, A. (2022). Crucial role of classroom observation in enhancing the quality of teaching. Retrieved from <https://www.standardmedia.co.ke/health/education/article/2001442679/crucial-role-of-classroom-observation-in-enhancing-the-quality-of-teaching> on October 27, 2023.
- Main, P. (2023, July 19). Hands-on learning. Retrieved from <https://www.structural-learning.com/post/hands-on-learning> on March 2, 2024.
- Martin, L. (2020). The importance of hands-on learning in a child's education. *The Friends Central School*. Retrieved from <https://blog.friendscentral.org/benefits-of-hands-on-learning> on March 2, 2024.
- Mary, J. (2022). Why not go to graduate school for teaching. *Go Greenva*. Retrieved from <https://www.gogreenva.org/why-not-to-go-to-graduate-school-for-teaching/> on March 2, 2024.
- Myrto, K., Hans, W., & Kentucky, K. (2022). Training childhood educators to promote children's physical activity. *Journal of Springer Link*, 50, 785-794. <https://link.springer.com/article/10.1007/s10643-021-01191-4>
- Moskowitz, E. (2019). A comprehensive guide to effective classroom observation. Retrieved from <https://www.torsh.co.2019> on October 2023.
- Mugarura, P., Ssempala, F., & Nachuha, S. (2022). Role of in-service teacher training as a tool for students' performance in selected public secondary schools in Kisoro District. *International Journal of Educational Policy Research and Review*, 9(1), 1-13. <https://doi.org/10.15739/IJEPRR.22.001>
- Okansasira, E. N. (2023). Bridging the gap: The evolution of classroom management and school discipline through past and future technologies. Retrieved from <https://www.linkedin.com/pulse/bridging-gap-evolution-classroom-management-school-elysee/> on March 2, 2024.
- Onyishi, C. N., & Sefotho, M. M. (2021). Teachers' perspectives on the use of differentiated instruction in inclusive classrooms: Implication for teacher education. *International Journal of Higher Education, Sciedu Press*. Retrieved from <https://doi.org/10.5430/ijhe.v9n6p136> on March 2, 2024.
- Padillo, C., Manguilimotan, R., Capurio, R., & Espina, R. (2021). Professional development activities and teacher performance. *International Journal of Education and Practice, Cebu Technological University, Main Campus, College of Education, Cebu Philippines*.
- Person, M. (2020). The connection between professional development and teacher growth. *University of Northern Colorado, Greeley Colorado*.
- Pollock, J., Tolone, L., & Nunnally, G. (2021). How innovative teachers can start teaching innovation. *Educational Leadership*, 78(9), 20-25.
- Republic Act 10533. (2013). *The Enhanced Basic Education Act of 2013*.

- Ritchie, D. (2021). The importance of classroom observation. Retrieved from <https://coding.com/education/blog/en/classroomobservation> on October 2023.
- Robinson, J. (2019). Why professional development matters.
- Ryan, B. (2023). Why is constructive feedback important? The ultimate guide. Retrieved from <https://thirst.io/blog/why-is-constructive-feedback-important/> on March 2, 2024.
- Sanjeev Datta Personality School. (2021). The importance of observation in education. Retrieved from <https://strengthstheatre.weebly.com/blog/the-importance-of-observation-in-education> on March 2, 2024.
- Schwartz, S. (2023). Teacher professional development, explained. *Education Week*. Retrieved from <https://www.edweek.org/leadership/teacher-professional-development-explained/2023/07> on March 3, 2024.
- Sevim, Ö., & Akın, U. (2021). The role of graduate education in professional development of teachers: Is graduation enough? *TED EĞİTİM VE BİLİM*. <https://doi.org/10.15390/EB.2021.9593>
- Siddiqua, A. (2019). Classroom observation as a tool for professional development. *World Journal of Education*, 9(1).
- Smith, R., Ralston, N., Naegle, Z., & Waggoner, J. (2020). Team teaching and learning: A model of effective professional development for teachers. *Professional Educator*, 43(1), 80-90. <https://eric.ed.gov/?id=EJ1276114>
- Solheim, K., Roland, P., & Ertesvåg, S. (2018). Teachers' perceptions of their collective and individual learning regarding classroom interaction. *Educational Research*, 60, 1-19. <https://doi.org/10.1080/00131881.2018.1533790>
- State of Victoria (Department of Education and Training). (2018). Peer observation, feedback and reflection: A practical guide for teachers. Melbourne: The Department of Education and Training. Retrieved from [https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/Peer\\_observation\\_feedback\\_and\\_reflection\\_practical\\_guide\\_for\\_teachers.pdf](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/Peer_observation_feedback_and_reflection_practical_guide_for_teachers.pdf)
- Thom, J. (2019). 4 ways to remove the fear of lesson observations. *TES Magazine*. Retrieved from <https://www.tes.com/magazine/archive/4-ways-remove-fear-lesson-observations> on March 2, 2024.
- Tophat. (n.d.). Professional development. Retrieved from <https://tophat.com/glossary/p/professional-development/> on October 2023.
- University of Oklahoma. (n.d.). Classroom observation. Retrieved from <http://www.ou.edu>teaching>teaching-effectiveness> on October 2023.
- Upadhyay, P. R. (2017). Impact of teacher training on students' achievement in mathematics. *University Campus, Kirtipur, Kathmandu, Nepal*.
- Upskillist. (n.d.). The importance and benefit of professional development. Retrieved from <https://www.upskill.pro> on October 2023.
- Ulla, M. B. (2018). In-service teachers' training: The case of university teachers in Yangon, Myanmar. *Australian Journal of Teacher Education*, 43(1). <https://doi.org/10.14221/ajte.2018v43n1.4>
- Vega, M. G. A. (2020). Investigating the Learning Action Cell (LAC) experiences of science teachers in secondary schools: A multiple case study. *IOER Multidisciplinary Research Journal*, 2(1), March 2020. Retrieved from [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3571935](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3571935) on March 2, 2024.
- Vietnam Teaching Jobs. (2023). Teacher strengths and weaknesses: How to answer. Retrieved from <https://vietnamteachingjobs.com>
- Washington, B. (2019). Keys to improving teacher professional development. *Graduate Programs for Educators*. Retrieved from <https://www.graduateprogram.org/2019/09/keys-to-improving-teacher-professional-development/> on March 2, 2024.
- Ya-nan, Z. (2023). Observation in the classroom. *Sino-US English Teaching*, 20(2), 58-63. Beijing International Studies University, Beijing, China: David Publishing.