UTILIZATION OF CLASSROOM OBSERVATION TOOL AND TEACHERS' TEACHING PERFORMANCE IN THE NEW NORMAL EDUCATION

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ABSTRACT

This study aimed to find out the teaching performance of teachers through the utilization of Classroom Observation Tool (COT) in Pikong Elementary School. The needed data of this study were gathered using a survey questionnaire on challenges encountered by teachers in the new normal education, and teachers' rating in teaching through the use of Classroom Observation Tool (COT) as basis in formulating technical assistance plan. Generally, challenges encountered by teachers in teaching obtained a weighted mean of 4.06, described as agree. Moreover, teachers' teaching performance got the average score of 5.33, described as satisfactory. This means that the teachers in Pikong Elementary School demonstrate a range of associated pedagogical aspects of the indicator that usually are aligned with the learners' developmental needs. However, teachers have to be provided with different technical assistance to increase their teaching performance from satisfactory to outstanding level.

KEYWORDS: *Classroom Observation Tool; Teaching Performance, Challenges*

I.CONTEXT AND RATIONALE

The whole world was unprepared for lockdown, however, most businesses managed to get business continuity plans in place very quickly. They were able to allow their partners or stakeholders the flexibility to work remotely. However, the same was not valid for a vast majority of educational institutions. For instance, the Pikong Elementary School, was way behind in adopting technology, having focused more on classroom teaching and never having seriously considered online education as a credible model, the school was slightly more unprepared than other sectors. However, due to the incredible resilience and determination, teachers in the said school were quick to adapt to the new normal.

School administrator and teachers have had to upskill themselves almost overnight to adjust to the new modes of teaching, ensuring that learning remains accessible to learners even in the current circumstances.

Furthermore, the major goals of classroom observation are preparing beginning teachers with enough skills and knowledge to improve their teaching continuously through analysis and reflection, seeing the various interpersonal interactions between the teacher and those interactions occurring among learners in the classroom and improving teachers' classroom instruction based on feedback from individual classroom or school (Good, 1988).

II. INNOVATION, INTERVENTION, AND STRATEGY

The school administrator conducted a survey to teachers respondents, and observed teachers in their teaching through the use of Classroom Observation Tool (COT), then he consolidated the ratings of teachers in the following indicators: apply knowledge of content within and across curriculum teaching areas; plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices; and select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.

After consolidating the reports, the researcher made a Technical Assistance (TA) plan based on the indicators that have a low or satisfactory results to help teachers in enhancing their teaching skills and to meet the outmost need of learners in the community.

III. ACTION RESEARCH QUESTION

This study aimed to find out the performance of teachers through the utilization of Classroom Observation Tool (COT) in Pikong Elementary School.
Specifically, the researcher sought answers to the following sub-problems:

1. What is the profile of teachers in Pikong Elementary School?
2. What are the challenges encountered by teachers in Pikong Elementary School in the new normal education?
3. What is the performance of teachers based on the utilization of Classroom Observation Tool (COT) in the new normal education?
4. Based on the findings of the study, what Technical Assistance (TA) can be developed?
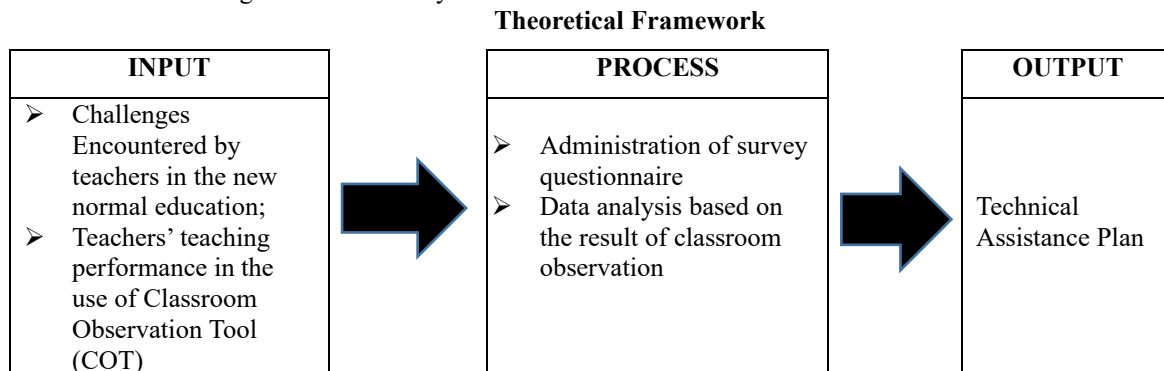
IV.ACTION RESEARCH METHOD

a. Research Design

This study utilized the descriptive method of research. The researcher described the challenges encountered by teachers and teaching performance of teachers in the new normal education in Pikong Elementary School, school year 2020-2021.

Theoretical Framework

INPUT	PROCESS	OUTPUT
➢ Challenges Encountered by teachers in the new normal education; ➢ Teachers' teaching performance in the use of Classroom Observation Tool (COT)	➢ Administration of survey questionnaire ➢ Data analysis based on the result of classroom observation	Technical Assistance Plan

b. Research Participants

The main respondents s of the study were four (4) teachers of Pikong Elementary School, East Malungon District, Sarangani Division, for school year 2020-2021.

c. Data Gathering Procedure

In gathering the data, the researcher sought permission from the Schools Division Superintendent of Sarangani, and to the division research coordinator to conduct the study in Pikong Elementary School, East Malungon District.

When approval was granted, the researcher sent an official communication to the public schools district supervisor to arrange suitable dates for data collection. Then, the researchers explained the objectives of the study and distributed the questionnaire to the teachers who were given enough time to answer the entire items.

After the given time, papers were collected and the researchers expressed thanks to the teachers. Then data were tabulated, analyzed, and interpreted.

d. Research Instrument

The needed data of this study were gathered using a survey questionnaire on challenges encountered by teachers in the new normal education and teachers' rating in teaching through the use of Classroom Observation Tool (COT) as basis in formulating technical assistance plan

e. Statistical Treatment

Five Point Scale

Scale			Description
5	-	4.5-5.0	Strongly Agree
4	-	3.5-4.49	Agree
3	-	2.5-3.49	Neutral
2	-	1.5-2.49	Disagree
1	-	1-1.49	Strongly Disagree

The gathered data were analyzed and interpreted by using frequency distribution, and weighted mean to describe the challenges encountered by teachers in the new normal education. Meanwhile, to measure the teaching performance of teachers the average score of every indicator was utilized.

f. Ethical Issues

Following Institutional Review Board approval, permission to conduct the study was obtained from the heads of offices. The teachers were also assured that the responses and information within the questionnaires would remain anonymous and confidential. Completion of the questionnaires were taken as willingness to participate in the study.

V. RESULTS AND DISCUSSIONS

Teachers' Demographic Profile

The demographic profile of teachers in this study is consists of teachers' sex, age, educational qualification, length of service, and teaching position.
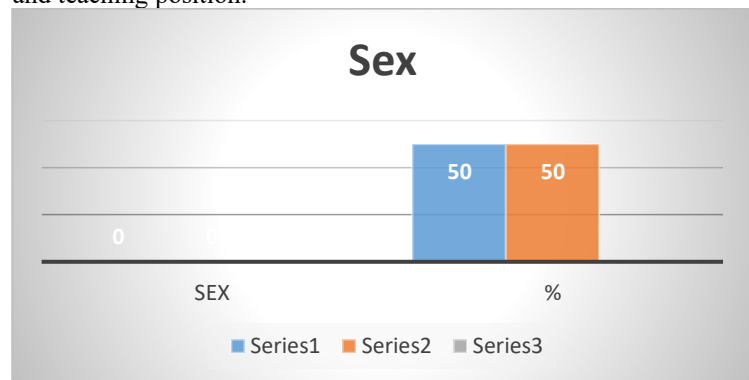

Figure 1. Teachers' Sex Profile

Figure 1 shows that among the participant of the study in Pikong Elementary School, 50% of teachers were female, and the remaining 50% were male.
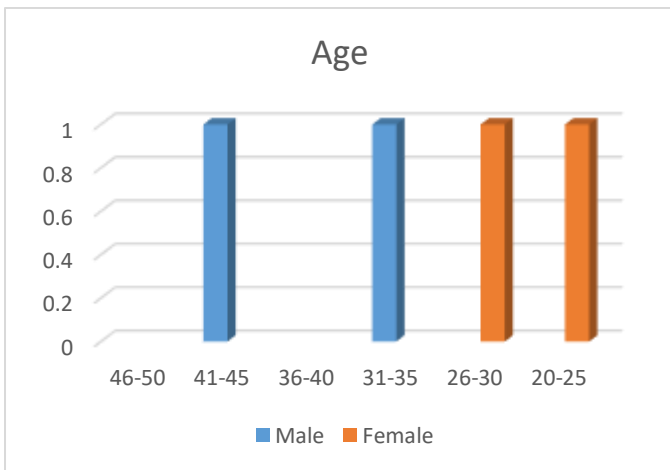
Figure 2. Teachers' Age

Figure 2 shows that among the participants of the study, one (1) respondent belongs to ages 41-45, another one (1) for ages 31-35, one (1), 26-30, and the remaining one (1) belongs to ages 20-25.

The result implies that most of the teachers in Pikong Elementary School are young educators and able to do their duties and functions effectively.
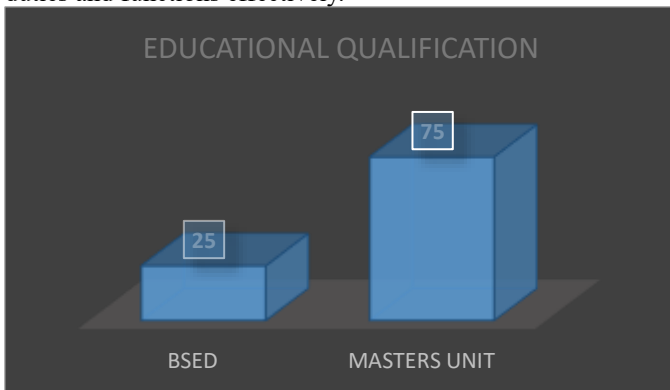

Figure 3. Educational Qualification

Figure 3 shows that among the teachers of Pikong Elementary School, 75 % of them obtained a units in Masters Degree and only 25 % has a BSED degree.

The result implies that most of the teachers in the said school are motivated to engage in any professional development opportunities to widen their knowledge and skills in their chosen profession.
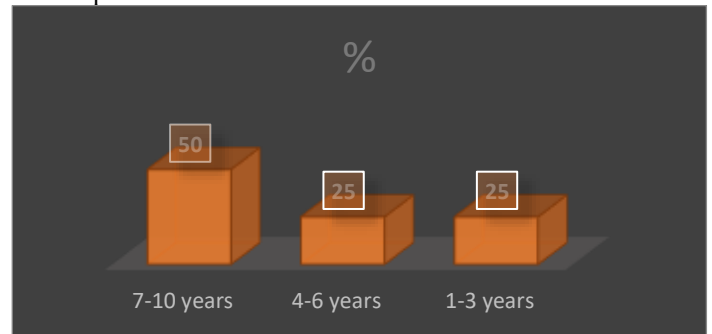

Figure 4. Length of Service

Figure 4 shows that among the participants of the study, 50 % of them serve in the Department of Education from 7-10 years, 25 %, 4-6 years, and the remaining 25 % works in the Department of Education for 1-3 years.

The result implies that most of teachers in Pikong Elementary School are newly hired teachers and still learning the system of the Department of Education.
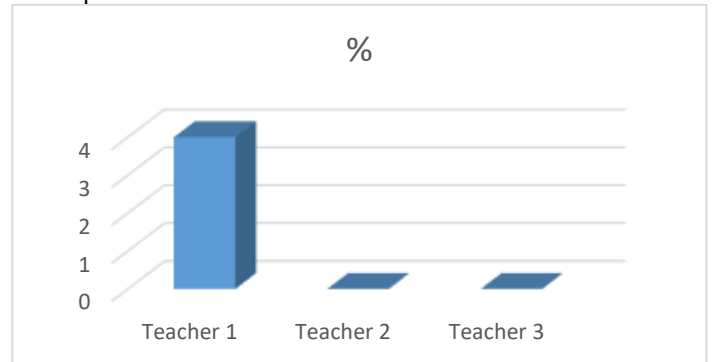

Figure 5. Teaching Position

Figure 5 shows that 100 % of the participants have a teacher 1 teaching position, and it implies that they have to gain more experiences in the field of teaching and engage themselves in the different professional development opportunities to get promoted in the future.

I have a difficulty in...	wm	Description
1. Content and performance standards in my main subject field(s)	2.53	Neutral
2. Student assessment practices	3.28	Neutral
3. Classroom management	2.50	Neutral
4. Knowledge and understanding of my main subject field(s)	3.49	Neutral
5. Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)	3.49	Neutral
6. ICT skills for teaching	4.50	Strongly Agree
7. Teaching students with special learning needs	4.54	Strongly Agree
8. Student discipline and behavior problems	4.53	Strongly Agree
9. Teaching in a multicultural setting	4.49	Agree
10. Student counselling	4.49	Agree
11. Different preparation amidst COVID-19	5.00	Strongly Agree
12. Conduct of classes in new modality	4.52	Strongly Agree
13. Internet issue	5.00	Strongly Agree
14. Shift in evaluating students' learning	4.50	Strongly Agree
TOTAL	4.06	Agree

Table 2
Challenges Encountered by Teachers in Teaching
N=4
Five Point Scale

Scale			Description
5	-	4.5-5.0	Strongly Agree
4	-	3.5-4.49	Agree
3	-	2.5-3.49	Neutral
2	-	1.5-2.49	Disagree
1	-	1-1.49	Strongly Disagree

Table 2 shows the challenges encountered by teachers in teaching, items number 11 and 13, obtained the weighted mean of **5.00**, item number 7, **4.54**, item number 8, **4.53**, item number 12, **4.52**, and items number 6 and 14, got the weighted mean of **4.50**, described as **strongly agree.** Meanwhile, items number 9 and 10, obtained a weighted mean of **4.49**, described as **agree**, moreover, items 4 and 5, obtained a weighted mean of **3.49,** item number 2, **3.28**, item number 1, **2.53**, and item number 3, **2.50**, described as **neutral.**

Overall, challenges encountered by teachers in teaching obtained a weighted mean of **4.06**, described as **agree.**

The result implies that teachers agreed that they have a common challenges encountered in teaching and have to be provided with technical assistance to identified indicators that have a higher weighted mean based on the results of the study.

Table 3
Teachers' Teaching Performance based on Classroom Observation Tool (COT)

Indicators	Teachers' Teaching Performance					
	Teacher A	Teacher B	Teacher C	Teacher D	Average Score	Description
1. Apply knowledge of content within and across curriculum teaching areas	6	6	6	5	**5.75**	**Very Satisfactory**
2. Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	5	5	5	5	**5.00**	**Satisfactory**
3. Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals	6	5	5	5	**5.25**	**Satisfactory**
Total	**5.67**	**5.33**	**5.33**	**5**	**5.33**	**Satisfactory**

N=4
Legend:
6.21-7.00 - Outstanding (Integrating)
5.41-6.20 - Very Satisfactory (Developing)
4.61-5.40 –Satisfactory (Applying)
3.81-4.60 –Unsatisfactory (Consolidating)
3.00-3.80 -Poor (Organizing)

Table 3 shows that apply knowledge of content within and across curriculum teaching areas, obtained the average score of **5.75**, described as **very satisfactory**, meanwhile, select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals, got the average score of **5.25**, plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices**, 5.00**, described as **satisfactory.**

Overall, teachers' teaching performance got the average score of **5.33**, described as **satisfactory**.

The result implies that the teachers demonstrate a range of associated pedagogical aspects of the indicator that usually are aligned with the learners' developmental needs. Also, teachers have to be provided with different technical assistance to increase their teaching performance from satisfactory to outstanding level.

Technical Assistance Plan

Challenges *Difficulty in...*	NO. OF TEACHERS	NAME OF TEACHERS	TA PLAN
1. ICT skills for teaching	4	Teachers A,B,C,D	Seek help from division, and district ICT coordinators
2. Teaching students with special learning needs	4	Teachers A,B,C,D	Check teachers' anecdotal records, and ask help from teachers in other schools who handle special education curriculum
3. Student discipline and behavior problems	4	Teachers A,B,C,D	Orient teachers in the child protection policies
4. Different preparation amidst COVID-19	4	Teachers A,B,C,D	Set priorities on the given period, and make support mechanisms to lessen the difficulties of teachers
5. Conduct of classes in new modality	4	Teachers A,B,C,D	Encourage teachers to make an adjustment plans to cater the needs of learners amidst COVID-19
6. Internet issue	4	Teachers A,B,C,D	Provide teachers an Internet loads based on the guidelines in the utilization of MOOE
7. Shift in evaluating students' learning	4	Teachers A,B,C,D	Help teachers to explore other means of evaluating learners' output
COMPETENCIES/INDICATORS	**NO. OF TEACHERS**	**NAME OF TEACHERS**	**TA PLAN**
1. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	3	TEACHERS B,C,D	➢ Conduct of SLAC sessions ➢ Individual coaching ➢ Referring teachers to trainings and seminars related to indicators ➢ Invite an expert teacher/s as resource speaker/s during the conduct of LAC sessions ➢ Seek advice from the head offices for concrete solutions of the problems
2. Applies a range of teaching strategies to develop critical and creative thinking, as well as higher order thinking skills	3		

VI. CONCLUSION & RECOMMENDATIONS

Generally, challenges encountered by teachers in teaching obtained a weighted mean of 4.06, described as agree. This implies that teachers agreed that they have a common challenges encountered in teaching and have to be provided with technical assistance to identified indicators that have a higher weighted mean based on the results of the study.

Moreover, teachers' teaching performance got the average score of 5.33, described as satisfactory. This means that the teachers demonstrate a range of associated pedagogical aspects of the indicator that usually are aligned with the learners' developmental needs. However, teachers have to be provided with different technical assistance to increase their teaching performance from satisfactory to outstanding level.

Therefore, the teacher must be guided in facilitating learning through the use of well-connected pedagogical aspects of the indicator that consistently are aligned with student development and support students to be successful learners; and expose the teachers in using well-connected pedagogical aspects of the indicator to create an environment that addresses individual and group learning goals.

VII. ACKNOWLEDGMENT

VIII. REFERENCES

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