

Two Sides of the Mirror: How Classroom Observations Are Appreciated by Master Teachers and Teachers

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ABSTRACT

The present research analyzed the perception and appreciation of classroom observations by Master Teachers and Teachers at the Department of Senior High School, Division of Abra High School, Abra, Philippines. Based on the Philippine Professional Standards of Teachers framework (PPST), the study was intended to identify whether the process of classroom observation was considered to be developmental and whether or not there exist differences between the experiences of the observers (Master Teachers) and the observe (Teachers). A sequential mixed-methods design was used which is exploratory in nature. Semi-structured interviews conducted in the qualitative phase were analyzed using the thematic analysis that produced two major themes (1) Application and Refinement of Teaching Strategies and (2) Effective Utilization of Feedback for Instructional Improvement. The following themes were used in the construction of a validated survey instrument that was applied in the quantitative phase. The degree of classroom observation experiences and the analysis of differences between groups were assessed with the help of descriptive statistics, weighted mean, and Analysis of Variance (ANOVA).

Results indicated that Master Teachers (mean = 4.77) and Teachers (mean = 4.78) had a consistent response in the rating of classroom observation as shown to be invariably helpful in enhancing teaching practices and professional development. The participants indicated that mentorship improved lesson alignment, instructional strategies, classroom management, reflective practice, and confidence. The results of ANOVA showed that there was no significant difference between the two groups ($F = 0.097423$, $p = 0.755777$), whereby it was observed that the perception of classroom observation was similar between the ranks. The paper has come up with the conclusion that classroom observation is more of a collaborative and developmental process and not an evaluation process. It promotes reflective practice, enhances the use of feedback and encourages lifelong professional development of Master Teachers and Teachers.

Keywords: Classroom Observations, Professional Development, Reflective Practice, Mentorship, Philippine Professional Standards for Teachers (PPST)

INTRODUCTION

The observation in classrooms has long been considered one of the primary mechanisms of enhancing the quality of teaching and helping teachers to grow professionally. As an alternative to an evaluation instrument, the modern-day literature highlights classroom observation as a formative and developmental measure that facilitates reflective practice, instructional development, and professional improvement (O'Leary, 2022). Structured observation and feedback enable teachers to review their teaching methods, classroom behavior, and student interaction, which enable them to make effective changes that help them improve learning.

There are different studies that have shown the effectiveness of classroom observation in teaching. Using the Framework for teaching, Reños & Pontillas (2024) emphasizes the way systematic observation helps teachers to narrow down planning, classroom setting, teaching, and professional duties. In the same way, Orr et al. (2022) observed that clearly defined learning objectives and feedback based on observations can greatly enhance the instructional delivery and performance of the students. These results lead to the idea that classroom observation in a constructive form can be one of the effective tools of instructional improvement instead of a pressure or anxiety generator.

Another study also emphasizes the importance of feedback in helping to maximize the utility of classroom observation. Weidlich et al. (2025) highlight the fact that feedback is one of the most effective variables that influence teacher improvement, especially when the feedback is specific, timely, and in line with instructional objectives. Görtzen et al. (2025) also state that observation-based feedback contributes to the culture of continuous learning as it helps teachers to reflect on their practice, establish professional goals, and embrace new teaching methods. In addition to having a positive effect on the way teachers perceive the process as developmental, when observations are accompanied by meaningful post-observation conferences, teachers find it easier to perceive the process as supportive.

Another dimension of classroom observation that is critical and mentioned in the existing studies is mentorship. Fiorilli et al. (2020) discovered that observation-based and feedback-based mentoring relationships can be associated with greater confidence of the teachers, a decrease in stress, and improved commitment to the profession. Master Teachers (in many cases, instructional leaders and mentors) have an important role in facilitating a reflective conversation and professional coaching of less experienced teachers. The given collaborative method is similar to the Professional Learning Communities (PLCs), where communal accountability of enhancement and mutual reflection are the focal point (Dumandan & Paglinawan, 2025).

The local implementation of classroom observation in the Philippines context is directly related to the Philippine Professional Standards of Teachers (PPST), which is required by the Department of Education in DepEd Order No. 42, s. 2017. The PPST makes classroom observation one of the major predictors of teacher performance and professional development, which strengthens its position as a component that can help in both teaching and professional development. Nevertheless, policies provide information on the procedural side of observation, but the contribution of less empirical research involves the views and the experiences of teachers on the observation process, especially of Master Teachers and regular Teachers.

The literature available has a habit of concentrating on the effectiveness of observation frameworks or on the experiences of teachers as observed with little emphasis on the comparative experiences of observers (Master Teachers) and observed (Teachers). This differs widely, since there can be a perception of differing observation with regard to professional position, experience, and responsibility. It is crucial that the nature of these groups is known to be similar or different regarding their opinions in order to be certain that classroom observation as a practice is supportive, equitable, and developmental as opposed to being a purely evaluative one.

Therefore, although there is a plethora of literature on classroom observation as a professional development tool, there is still a necessity to explore the perceptions and values of Master Teachers and Teachers on classroom observation in the same institutional setting. In a bid to fill this gap, the current study explores the experiences of Master Teachers and Teachers at the Senior High School Department of Abra High School with

respect to the role of classroom observation to enhance the practice of teaching as well as the growth of a teacher. Basing the study on the already existing research, but delving into the uncharted views, the research is expected to bolster the knowledge and use of classroom observation as a significant process in the ongoing professional development.

The method of classroom observation is founded on some of the developed theoretical points of view that put much emphasis on cooperation, reflection, and feedback as basic elements of a teacher's professional development. The concept of classroom observations being collaborative is compatible with the concept of PLC, where professionals are in a shared reflection, professional dialogue, and collective learning to enhance their instructional practices (Grimm, 2023). By making observations and discussing the observations in their post-conference discussions, teachers and Master Teachers engage in valuable professional relationships that help sustain collegial support and enhance ongoing improvement. Besides that, the Social Cognitive theory shows how beliefs, self-efficacy, and past experiences of teachers can affect their perception of classroom observation. Positive beliefs about observations as being supportive and developmental also increase the likelihood of teachers becoming positively involved with the process, whereas negative beliefs can increase the levels of anxiety and resistance, influencing the desire to be observed (Silva-Didier et al., 2025). Reflective Practice Theory also highlights the significance of reflection in the process of teaching and learning, which was discussed by Zohrabi & Xodabande (2024) when the author advocated that teachers should critically analyze their teaching behaviors to improve the instructional practices and meet the various needs of learners. Such reflection is equally structured through classroom observation, which helps teachers to learn through experience and become better professionals. Further, the Performance Feedback Theory emphasizes the importance of timely and constructive feedback in enhancing performance. Feedback provided through observations is practical and concrete in its approaches to teaching practices, as these help teachers to detect their strengths, weaknesses, and make necessary changes to the instructional act so as to enhance student learning results (Gan et al., 2021). All these views make it a collaborative, reflective, and feedback-intensive process of classroom observation, which seeks to support sustained professional growth and is not necessarily evaluative.

Statement Of The Problem

This study tries to explain how master teachers and teachers value observations. Particularly, it aims at providing the answers to the following questions.

1. What are the important themes that are produced based on the classroom observation experiences of Master Teachers and Teachers?
2. How do Master Teachers experience classroom observation along with:
 - a. Improving teaching practices, and
 - b. Professional Development?
3. How do Teachers experience classroom observation along with:
 - a. Improving teaching practices, and
 - b. Professional Development?
4. Is there a significant difference in the experiences of Master Teachers and Teachers in classroom observation, along with:
 - a. Improving teaching practices, and
 - b. Professional Development?

METHODOLOGY

Research Design

The research design used is the mixed-methods exploratory sequential design to explore the perception of the classroom observations by the ratees (teachers) and raters (Master Teachers) to encourage the investigation of their relationships. The design begins with qualitative data gathering and analysis, and is succeeded by quantitative data gathering, which is built on the results of the qualitative data gathering. The design also fits well in exploring complicated perceptions, experiences, and challenges that demand deep insight. The qualitative phase involves the recording of the real experiences of the respondents with the classroom observation, whereas the quantitative stage involves triangulation and generalization of these results. The sequential nature enables the researchers to have qualitative insights to supplement the quantitative tools, so that the survey items used are based on the real experience and language of the respondents.

Population and Locale

The respondents of the study are the master teachers and the regular teachers of the Abra High School - Senior High School Department of the Division of Abra. Master teachers (MTs) are described as senior teachers who are in the Plantilla positions of Master Teacher 1 to Master Teacher 4 and who possess advanced pedagogical expertise, serving as coaches and mentors for instruction. On the other hand, regular teachers are those with Plantilla positions of Teacher 1 to Teacher 3. A purposive sampling technique is employed for the regular teachers' group for the qualitative phase to ensure rich information from the teachers who have extensive experience during classroom observations. Master Teachers of the district are all taken since each school has at most one or two assigned MTs.

Data Gathering Instrument

Two distinguished tools are used in the study. The qualitative stage utilized semi-structured interview questions, which are the primary tool to gather the qualitative perceptions of the respondents on the value and importance of classroom observations.

The responses collected from the semi-structured qualitative questionnaire were analyzed using thematic analysis. Based on the emerging themes, the researchers developed a quantitative survey questionnaire, which was subsequently subjected to validity and reliability testing. The same participants from the semi-structured interviews were also selected as respondents for the quantitative survey to allow the researchers to validate and triangulate their initial responses. Furthermore, the results of the quantitative survey were subjected to appropriate statistical analysis.

Data Gathering Procedure

The researchers developed a semi-structured interview and were subjected to reliability and validity testing. The researchers asked permission from the School Principal of Abra High School to conduct the research to the Master Teachers and Teachers of the Senior High School Department of the said school.

The respondents answered the semi-structured interviews and were subjected to thematic analysis. From the results of the thematic analysis, the researchers developed a survey questionnaire that will enable the researchers to triangulate and validate the initial responses of the respondents. The results of the survey questionnaire were subjected to appropriate statistical analysis.

Statistical Treatment of Data

Frequency Count and Weighted Mean were used to measure the extent of Classroom Observations to the respondents.

Analysis of Variance (ANOVA) was used to measure the significant difference in the perception of Master Teachers and Teachers into the extent of classroom observation experience along with improving teaching practices and professional development.

RESULTS AND DISCUSSION

The qualitative phase indicated similar patterns in the meanings of classroom observation as a developing process of support given by both Master Teachers and Teachers. In interviews, the participants kept referring to observation as the foundation and outcome of two significant results, namely (1) the enhancement of the lesson planning, and delivery by means of deliberate instructional decisions, and (2) the enhancement of the professional growth by the meaningful use of the feedback following the observation. These themes represent the coherent perception of the respondents that they find observation of the most purpose when it results in tangible instructional fine-tuning and meaningful reflection that drives improvement with the course of time.

Theme 1: Implementation and Development of Teaching Strategies

This theme reveals that classroom observation helps teachers to improve the practical side of their teaching such as lesson delivery, instructional strategies, classroom management, pacing, and student engagement. Both Master Teachers and Teachers emphasized that observation assists them to be more purposeful on how they align lesson objectives and learning activities and in the process of choosing strategies that respond to the needs of learners. This observation aligns with the research by O'Leary (2022), who identified that classroom observation as professional learning to view allows instructors to explore the instructional choices and enhance the classroom activities through facilitated viewing and not grading.

The participants also explained how observation assists them to identify certain areas to improve in the real teaching, including making transitions, classroom management, and student engagement more active. Tarusha and Bushi (2024) also reported similar results and observed that systematic classroom observation enables teachers to discover strengths and weaknesses in their teaching delivery, which results in improved performance. Similarly, Woods and Çopur-Gencturk (2024) described that classroom practices can be reflectively analyzed, which is often triggered by observation, and allows adopting student-centered approach that improves learner engagement and self-directed learning.

The respondents repeatedly referred to post-observation conferences as the effective venues of exchanging the effective teaching strategies and classroom management practices. This corresponds to Grimm (2023), who pointed out those cooperative conversations after classroom observation help to make professional learning communities more effective since they motivate teachers to learn through the practices of each other. On balance, the results indicate that classroom observation can be helpful in the context of improving instructions not only with the help of keeping track of performance, but also with the help of making the teaching methods more conscious and refined through the evidence collected as the instruction progresses.

Theme 2: How to professionally use feedback to improve instructions

The second theme emphasizes the role of feedback in transforming classroom observation into a meaningful tool for professional growth. Respondents described feedback from raters or mentors as valuable because it provides clear direction for self-assessment, lesson revision, and instructional improvement. This finding supports Gan et al. (2021), who explained that feedback is most effective when it is specific, timely, and directly connected to teaching practices, allowing teachers to translate feedback into concrete instructional actions.

Participants further noted that post-observation discussions help clarify feedback and reduce anxiety, making the process more developmental than evaluative. This aligns with Görtzen et al. (2025), who found that observation-based feedback encourages reflective practice and goal-setting when teachers are actively involved in discussing and interpreting feedback. Similarly, Weidlich et al. (2025) emphasized that feedback delivered through supportive professional relationships enhances teachers' willingness to revise instructional approaches and sustain improvement efforts.

Several respondents also mentioned using reflection notes or journals to track progress after observation. This practice is supported by Zohrabi and Xodabande (2024), who highlighted reflective documentation as a key mechanism for deepening teachers’ understanding of their instructional practices and professional growth. In the Philippine context, this aligns with the PPST, which underscores reflective practice and feedback utilization as essential components of continuous professional development (Herrera, 2024).

Overall, this theme demonstrates that classroom observation becomes most meaningful when feedback is not only provided, but also understood, discussed, documented, and applied. The findings indicate that effective feedback fosters confidence, supports reflective practice, and promotes sustained instructional improvement among both Master Teachers and Teachers.

Master Teachers experience classroom observation

Table 1 shows the scope of the experiences of Master Teachers in classroom observation as far as teaching practices enhancement is concerned. It captures their degree of concurrence on the indicators regarding the use and use of teaching strategy and the use of feedback effectively to promote teaching. The data are represented in terms of weighted mean scores and descriptive equivalents to show how classroom observation helps in improving instruction among Master Teachers.

Table 1. Master Teachers’ Experiences in Classroom Observation in Terms of Improving Teaching Practices

A. Improving teaching practices					
I. Application and Refinement of Teaching Strategies	Numerical	Description	II. Effective Utilization of Feedback for Instructional Improvement	Numerical	Description
1. Lesson objectives are clearly aligned with learning activities.	5.00	Always	1. Articulates changes made based on previous feedback.	4.67	Always
2. Uses a variety of teaching strategies suited to learners’ needs.	4.67	Always	2. Revises lesson plans using rater’s or mentor’s suggestions.	5.00	Always
3. Applies new or innovative approaches observed from mentors or peers.	4.67	Always	3. Shows visible improvement in previously identified weak areas.	4.67	Always
4. Actively engages students in participatory and student-centered learning.	4.67	Always	4. Uses reflection logs or notes to track teaching improvements.	4.33	Always
5. Implements effective classroom management strategies.	4.33	Always	5. Applies suggested classroom management or instructional methods.	5.00	Always
6. Adjusts pacing of lessons to match students’ learning responses.	5.00	Always	6. Demonstrates openness and receptiveness to constructive criticism.	5.00	Always

7. Gives clear, concise instructions and transitions smoothly between activities.	5.00	Always	7. Seeks clarification on feedback to enhance understanding.	4.67	Always
8. Demonstrates application of feedback from prior observations.	4.67	Always	8. Displays self-assessment through adjustments in teaching.	4.67	Always
9. Exhibits flexibility and adaptability in delivering lessons.	5.00	Always	9. Shares improved practices with peers after receiving feedback.	4.67	Always
10. Shows confidence and improved competence in instructional delivery.	4.67	Always	10. Keeps documentation or portfolio showing feedback-based progress.	4.67	Always
TOTAL MEAN	4.77	Always	TOTAL MEAN	4.74	Always

The insightful point of view of Master Teachers observing the classroom can be seen in the Table 1 regarding how the practice of teaching can be enhanced. It points to the role of classroom observations in professional development and improvement of instruction, which has been reflected in the positive qualitative description and high numerical scores.

Within the category of Application and Refinement of Teaching Strategies, the data is always high in terms of effective practice. Having an overall mean of 4.77, it can be stated that Master Teachers effectively use various teaching strategies to maximize student learning and engagement. As an example, they have a score of 5.00 in the aspect of matching lesson goals with standards and learning activities. This shows that they can make sure that students are well aware of the intention of each activity. The present finding corresponds to the study by Woods & Çopur-Gençtürk (2024), who clarifies the role of definite learning objectives in the successful process of teaching.

These teachers have a score of 4.67 on the use of a variety of teaching techniques, and it is clear that they can accommodate the needs of the learners, who are diverse, and they facilitate flexibility and inclusiveness. It can be justified by the research of Deniz (2025) concerning differentiated instruction, which accentuates the advantages of diversity of approaches to the varied learning styles. More so, the data demonstrates that Master Teachers are receptive to taking new practices they have seen from mentors or their colleagues, with a mark of 4.67, adding to their teaching repertoire. Reños & Pontillas (2024) underline the importance of professional growth and cooperation with peers in the development of new ways of teaching methods. They also believe in student-centered learning, with a score of 4.67, which coincides with the results of Arvelo-Rosales et al. (2021), who claims that the involvement of students in the learning processes increases their skills in critical thinking and collaboration. The classroom management has a score of 4.16, meaning these teachers have a favorable learning environment, which is important in the effective learning process as observed by Rose et al. (2025).

Concerning Effective Utilization of Feedback to Improve Instructional Effectiveness, a total mean of 4.74 highlights the significance of feedback in improving the effectiveness of teaching. The ratings on all items are high, which means that Master Teachers are skilled at using feedback within their practice, which results in actual changes in the quality of teaching. The highest score in reviewing lesson plans on the basis of recommendations (5.00) means that they have a desire to make a better teacher, which is also supported by Mae et al. (2024) in the arguments in favor of feedback in the educational process.

The statistics indicate that the Master Teachers consider classroom observation as an effective method of enhancing the teaching experience. They use sophisticated approaches and always use feedback to improve their teaching efficiencies and, in the long-term, have a positive impact on the performance of students.

Table 2 shows the scope of Master Teachers experiences in classroom observation on the aspect of professional development. The table indicates the indicators of reflective practice and continuous growth, the building of confidence, and motivation in the context of mentorship. The weighted mean scores, as well as descriptive equivalents, are illustrated to explain the way classroom observation promotes professional development of Master Teachers.

Table 2. Master Teachers' Experiences in Classroom Observation in Terms of Professional Development

B. Professional Development					
I. Reflective Practice and Continuous Growth	Numerical	Description	II. Building Confidence and Motivation through Mentorship	Numerical	Description
1. Reflects on teaching strengths and areas for improvement.	4.67	Always	1. Displays increased confidence and reduced anxiety during observation.	4.67	Always
2. Demonstrates self-awareness and honesty in evaluating performance.	5.00	Always	2. Engages positively with mentors before, during, and after observation.	5.00	Always
3. Shows growth mindset and willingness to learn.	5.00	Always	3. Shows enthusiasm and preparedness in lesson delivery.	5.00	Always
4. Maintains a reflective journal or written post-observation insights.	4.33	Always	4. Responds constructively to mentor feedback and guidance.	4.67	Always
5. Sets new professional goals after feedback sessions.	4.67	Always	5. Communicates proactively to seek advice or clarification.	5.00	Always
6. Analyzes student learning outcomes to inform practice.	4.67	Always	6. Demonstrates motivation through consistent improvement efforts.	5.00	Always
7. Participates in mentoring or training activities post-observation.	4.67	Always	7. Exhibits resilience in responding to observation-related stress.	4.67	Always
8. Integrates learnings from observation into future lessons.	5.00	Always	8. Shares positive mentor-mentee experiences with colleagues.	4.67	Always

9. Demonstrates consistent progress across successive observations.	4.33	Always	9. Takes initiative in professional learning and collaboration.	4.67	Always
10. Aligns reflection with professional standards (e.g., PPST).	5.00	Always	10. Reflects professionalism and confidence through calm classroom demeanor.	5.00	Always
TOTAL MEAN	4.73	Always	TOTAL MEAN	4.84	Always

These findings depict in Table 2 reflective practice forms part of professional development among Master Teachers, as the overall mean score of 4.73 shows that the respondents are always involved in activities that contribute to growth and self-development. The scoring indicators that were highest, including the ability to display self-awareness and honesty in performance assessment (5.00) and being able to express a growth mindset and desire to learn (5.00), highlight the willingness of the teachers to continue to learn and improve themselves professionally. This is consistent with the results of Silva-Didier et al. (2025), who stated the role of reflection in professional practice, in that reflective practitioners are more likely to adjust to emerging challenges and improve their approaches.

Having a reflective journal and having new professional goals after the feedback sessions, with both scoring 4.67, indicates how teachers are proactive in recording their notes and using feedback to guide their practice. This is supported by the research of Roallos (2022), who state that systematic reflection can assist a teacher in being more consistent in their teaching and also aligned with the Philippine Professional Standards of Teachers (PPST).

The findings also reveal that educators incorporate what they observe in their lessons (5.00) and evaluate the outcomes of student learning (4.67) to affect practice, which is an evidence-based practice of teaching. It aligns with the study by Grimm (2023) regarding the relevance of articulated learning objectives and mindful disposition in improving the effectiveness of instruction.

The topic of confidence and motivation development by means of mentorship had a mean score of 4.84, which presumes that mentoring is critical to the development of the professional level of teachers. Such indicators as positive interactions with mentors prior to, during, and following observations (5.00) and enthusiasm and willingness in lesson delivery (5.00) indicate that there is a good relationship between the mentor and the mentee, which gives rise to feeling confident and the absence of anxiety. The importance of mentorship is reflected in the research of Fiorilli et al. (2020), who discovered that mentorship programs have a significant positive effect on teacher retention, job satisfaction, and teacher instruction. The role of mentorship in working towards professional development is further highlighted by the proactive communication by teachers to consult or seek clarification (5.00) and their motivation through the consistent improvement efforts (5.00).

The findings also focus on the resilience of the teacher in addressing the stress associated with the observation (4.67) and their proactivity in professional learning and cooperation (4.67). The results are consistent with studies by Zohrabi & Xodabande (2024), according to which feedback is important in promoting resilience and sustainable improvement.

The portrayal of professionalism and confidence in a composed classroom (5.00) and discussing positive mentor-mentee experiences with colleagues (4.67) reveals that mentoring is beneficial to both the persons and not just raises teachers but also encourages a supportive and collaborative learning experience.

The data provides emphasis on why reflective practice/mentorship can play an essential role in enhancing professional development among Master Teachers. Through recurrent reflective practice and good mentor-mentee rapport, the teachers have the potential of improving their teaching performance, which ultimately leads to improvement in student performance. These findings highlight the importance of integrating

mentorship and systematic reflection in professional development initiatives to support the confidence and continuous growth of teachers.

Teachers experience classroom observation

Table 3 shows the degree of the experiences of the Teachers on classroom observation on the enhancement of teaching practices. In particular, it provides an overview of indicators associated with the implementation and optimization of the teaching strategies and the good use of feedback to improve the instruction. The classroom observation promotes instructional improvement among Teachers and the process is demonstrated by the weighted mean scores and descriptive equivalents.

Table 3. Teachers’ Experiences in Classroom Observation in Terms of Improving Teaching Practices

A. Improving teaching Practices					
I. Application and Refinement of Teaching Strategies	Numerical	Description	II. Effective Utilization of Feedback for Instructional Improvement	Numerical	Description
1. Lesson objectives are clearly aligned with learning activities.	4.91	Always	1. Articulates changes made based on previous feedback.	4.64	Always
2. Uses a variety of teaching strategies suited to learners’ needs.	4.82	Always	2. Revises lesson plans using rater’s or mentor’s suggestions.	4.86	Always
3. Applies new or innovative approaches observed from mentors or peers.	4.55	Always	3. Shows visible improvement in previously identified weak areas.	4.73	Always
4. Actively engages students in participatory and student-centered learning.	4.86	Always	4. Uses reflection logs or notes to track teaching improvements.	4.55	Always
5. Implements effective classroom management strategies.	4.82	Always	5. Applies suggested classroom management or instructional methods.	4.82	Always
6. Adjusts pacing of lessons to match students’ learning responses.	4.64	Always	6. Demonstrates openness and receptiveness to constructive criticism.	4.64	Always
7. Gives clear, concise instructions and transitions smoothly between activities.	4.82	Always	7. Seeks clarification on feedback to enhance understanding.	4.68	Always
8. Demonstrates application of feedback from prior observations.	4.82	Always	8. Displays self-assessment through adjustments in teaching.	4.82	Always

9. Exhibits flexibility and adaptability in delivering lessons.	4.82	Always	9. Shares improved practices with peers after receiving feedback.	4.77	Always
10. Shows confidence and improved competence in instructional delivery.	4.77	Always	10. Keeps documentation or portfolio showing feedback-based progress.	4.91	Always
TOTAL MEAN	4.78	Always	TOTAL MEAN	4.74	Always

The findings in Table 3 show that teachers consider classroom observation as a way of improving their teaching practices. As shown in the table, Application and Refinement of teaching strategies has a total mean score of 4.78 which signifies that teacher made sure that learning objectives and activities are aligned with each other and they are able to accommodate students' needs with the use of different teaching strategies. This is supported by Silva-Didier et al. (2025), who stresses the importance of learning goals and differentiated instruction in teaching. Moreover, teachers create a dynamic and learner focused environment by adapting teaching strategies from other teachers. Classroom observations also help teachers to apply effective classroom management strategies, pace lessons, and ensure smooth transitions, leading to a supportive learning environment. The findings clearly indicate the powerful impact of classroom observations on improving teaching strategies and increasing teaching skills.

Teachers utilize classroom observation feedback in their teaching effectively which we can see on the data on the category Effective Utilization of Feedback for Instructional Improvement that have a total mean score of 4.74. It is also considered that feedback is a positive one which has an effect of motivating teachers to discuss changes, adjust lesson plans, and show visible improvement in areas which they thought were weak Zohrabi & Xodabande (2024) agree with the findings, as they also state the necessity of feedback in the educational environment to enhance the effectiveness of teaching. Teachers are open to positive criticism and are eager to be clarified, and this can be used to foster the attitude of reflection and self-assessment. In the classroom observation it creates the collaboration and developmental atmosphere by exchanging the best practices with other colleagues and recording the gains of the progress achieved based on the feedback obtained. To sum up, feedback application does not only improve teaching, but also contributes to improvement of the educational community.

Table 4 shows the degree of Teachers experiences in classroom observation as far as professional development is concerned. The table outlines the signs pertaining to reflective practice and lifelong learning, including the emergence of confidence and motivation as a result of the mentorship. Classroom observation is depicted through weighted mean score and descriptive equivalents to indicate the role of classroom observation in the professional development of Teachers.

Table 4. Teachers' Experiences in Classroom Observation in Terms of Professional Development

B. Professional Development					
I. Reflective Practice and Continuous Growth	Numerical	Description	II. Building Confidence and Motivation through Mentorship	Numerical	Description
1. Reflects on teaching strengths and areas for improvement.	4.95	Always	1. Displays increased confidence and reduced anxiety during observation.	4.64	Always
2. Demonstrates self-awareness and honesty in	4.82	Always	2. Engages positively with mentors before,	4.82	Always

evaluating performance.			during, and after observation.		
3. Shows growth mindset and willingness to learn.	4.86	Always	3. Shows enthusiasm and preparedness in lesson delivery.	4.86	Always
4. Maintains a reflective journal or written post-observation insights.	4.59	Always	4. Responds constructively to mentor feedback and guidance.	4.82	Always
5. Sets new professional goals after feedback sessions.	4.86	Always	5. Communicates proactively to seek advice or clarification.	4.77	Always
6. Analyzes student learning outcomes to inform practice.	4.77	Always	6. Demonstrates motivation through consistent improvement efforts.	4.77	Always
7. Participates in mentoring or training activities post-observation.	4.73	Always	7. Exhibits resilience in responding to observation-related stress.	4.73	Always
8. Integrates learning from observation into future lessons.	4.86	Always	8. Share positive mentor-mentee experiences with colleagues.	4.73	Always
9. Demonstrates consistent progress across successive observations.	4.86	Always	9. Takes initiative in professional learning and collaboration.	4.73	Always
10. Aligns reflection with professional standards (e.g., PPST).	4.91	Always	10. Reflects professionalism and confidence through calm classroom demeanor.	4.86	Always
TOTAL MEAN	4.82	Always	TOTAL MEAN	4.77	Always

The data in Table 4 indicate that the theme reflective practice and ongoing development is also properly reflected by teachers, the overall mean score of which is 4.82 because they keep the reflective journals (4.59) regularly and successfully transfer the learning to further lessons (4.86). The observation is consistent with Dumandan & Paglinawan (2025) focus on reflection as an important part of professional adjustment. The competence of the teachers to tie their reflections to professional standards (4.91) also reflects their appreciation of the need to align their personal development to the set educational standards. Zohrabi & Xodabande (2024) confirms these findings, indicating that a structured reflection contributes to better consistency and effectiveness in teaching with the promotion of a self-improvement and development culture.

Similarly, the theme of confidence and motivation based on mentorship has a strong support of a total mean score of 4.77, which means that mentorship is a crucial factor that is important in promoting the professional experiences of teachers. Growth of confidence and decreased anxiety in classroom observations (4.64) is an indication of the existence of supportive mentor-mentee relationships contributing to the development of professional resilience. The results of Silva-Didier et al. (2025) support the significance of the proactive posture of teachers in consulting and showing motivation via continuous improvement (4.77), which is in line

with the results of the research. Also, the initiative of teachers in professional learning and collaboration (4.73) can be seen as an indicator of a dynamic and supportive learning atmosphere, as Zohrabi & Xodabande (2024) emphasize the importance of feedback as a factor to cultivate resilience and continuous improvement. Collectively, these results highlight the transformative power of reflective practices and mentorship on teaching practice and professional development in teachers.

Significant difference in the experiences of Master Teachers and Teachers in classroom observation, along with improving teaching practices and professional development

Table 5 shows the outcome of the ANOVA that was performed to identify whether there is a significant difference between the experiences of the Master Teachers and Teachers on the area of classroom observation on enhancing teaching practice and professional development. The table summarizes the calculated F-value, p-value, and critical value that were used in testing the null hypothesis at level 0.05 level of significance.

Table 5. ANOVA of the Experiences of Master Teachers and Teachers in Classroom Observation

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.002761	1	0.002761	0.097423	0.755777	3.963472
Within Groups	2.210738	78	0.028343			
Total	2.213499	79				

Based on the Table 5 above, the F value = 0.097423 is less than the F critical = 3.963472 at 0.05 level of significance. This means that the null hypothesis is accepted. There is no significant difference in the experiences of Master Teachers and Teachers regarding classroom observation in the improvement of teaching practices and professional development.

This result indicates that Master Teachers and Teachers do not differ significantly in their experiences regarding classroom observation processes, how observations help improve teaching practices and how observations contribute to their professional development. Even if teachers and master teachers differ by position or years of experience, the data shows that classroom observation is consistent across ranks, Master Teachers and Teachers find classroom observation as a tool for mentoring, feedback system, or evaluation that may be promoting fairness and standardization. Both Master Teachers and Teachers seem to find classroom observations helpful in refining teaching strategies, supportive of reflective practice, and constructive for growth.

The ANOVA test results show that there is no significant difference between the experiences of Master Teachers and Teachers in terms of classroom observation and enhancement of teaching practices and professional development. The data indicates that even if they have mean differences, it shows no significance statistically, with the data of calculated F-statistic (0.097423) is significantly lower than the critical F-statistic (3.963472), and the corresponding P-value (0.755777) is greater than the conventional alpha level of 0.05. It signifies that master teachers and teachers have gained benefits in classroom observation that would eventually help them improve their teaching method and strengthen their professional growth. These results are consistent with the findings of Borko (2004), which emphasize that professional development activities, such as classroom observations, have a universal impact across different teaching levels and promote a shared approach to improving teaching effectiveness.

According to the study of O’Leary, (2022), it shows that if classroom observation is done collaboratively and sustained, the professional development activities have a greater impact on instructional practices and learner outcomes irrespective of the teacher’s experience or position. This shows relation to the findings of the study

which indicates that having structured classroom observations gives an equal opportunity for all teachers to engage in reflective practice and continuous professional learning. Showing no Significant differences implies that Classroom observations play a big role in supporting a teacher's culture that is working collaboratively. for the enhancement of their teaching strategies. As shown on the data, classroom observations are an important and inclusive approach to professional development for different teaching positions.

CONCLUSIONS

The results of the research show that the Master Teachers and Teachers rated equally to classroom observations, and it proves the observation as a powerful professional development instrument without reference to the position or experience of teachers. It indicates that the effective use of an observation system can help the teaching ranks maintain continuous professional development. The classroom observation is also a significant process of improving the teaching process as teachers are able to improve their instructional techniques as well as utilize the feedback effectively. Such a two-sided pressure will facilitate the ongoing enhancement, which is beneficial to both educators and students.

Further, classroom observations promote reflection and give teachers confidence via mentoring and adherence to professional standards. Observation is a supportive power that empowers the teachers and helps in creation of dynamic and motivated teaching staff. Although it is clear that teachers use feedback to enhance teaching, the researchers also show that there is need of a more vigorous documentation activity, especially keeping of a reflective journal that would more easily track their progress and professional development. Altogether, the research indicates that classroom observation is no longer taken as the process with critique and evaluation, but as the developmental opportunity, which fosters the culture of the constant improvement and professional development.

RECOMMENDATIONS

In enhancing the recognition of the benefit of classroom observation, it is recommended that schools need to encourage positive discipline and proactive classroom management techniques that facilitate an engaging and inclusive learning environment. To enable real-time changes in instructions, teachers need to be assisted to embrace new teaching strategies like collaborative learning, use of technology, and formative assessment practices to enable them to provide real-time changes. Moreover, workshops, seminars and mentorship programs need to be develop and increased so as to offer long-term guidance to teachers prior, throughout as well as after classroom observations. Professional Learning Community should be reinforced with coaching, lesson study and collaborative reflection as a means to strengthen reflective practice, and to make sure that professional development is in keeping with the Philippine Professional Standards of Teachers.

The upcoming study can focus on teacher perception at various grade levels and subjects that may be facing problems with keeping the reflective journals and so to find out the strategies that can motivate the teachers to keep a regular record of professional development. It is also suggested to have longitudinal studies on the connection between classroom observation and student learning outcomes to help to make more specific and effective professional development planning.

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