



Significant Change Effects of Class Observation on Teachers' Development: Input to Educational Management in Public Elementary Schools

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ABSTRACT

The study aimed to explore the observable significant change effects of class Observation. Specifically, it aimed to explore the class observation impacts on the growth of teachers in terms of personal, professional, and pedagogical development. It employed descriptive-qualitative method targeting 24 participants were selected via non-probability using purposive sampling technique from master teachers and teachers I-III in 12 public elementary schools. Both lowland and upland elementary schools were considered to include participants. Data analysis was conducted using thematic analysis while utilizing interview guide questions. Most Significant Change (MSC) method was employed to track program effects by allowing participants to lead evaluations which exposed new insights while strengthening involvement and clarifying themes together with verifying data to guide educational policy choices. Researchers obtained permissions from the Department of Education (DepEd), where necessary approvals were required from key officials, and data gathering using FGDs captured in-depth insights. Findings include teachers' personal, professional, and pedagogical development. Research data indicates that mentorship programs increased teacher confidence to 85% while 78% of participants enhanced their understanding of different perspectives and 72% improved through self-analysis. Additionally, 80% created classrooms where students respected each other and 88% improved learning environments and 83% used HOTS methods. Hence, it concluded that class observations play an essential part in teacher development and recommends using structured frameworks in observations, collaborative feedback, and ongoing professional development to improve reflective practices and high teaching standards. Recommendations include that educational management and policy should raise teaching standards by using professional learning communities along with reflective learning experiences and research-based training methods. Educational instruction becomes effective through the combined use of data-based decision making and multiple assessment strategies along with research in education. Educational policies should back the development of high standards of student learning through feedback systems and promote both continuous professional development and collaborative educational methods.

RESUMO

O estudo teve como objetivo explorar os efeitos de mudança significativa observáveis da Observação de classe. Especificamente, teve como objetivo explorar os impactos da observação de classe no crescimento dos professores em termos de desenvolvimento pessoal, profissional e pedagógico. Empregou o método descritivo-qualitativo visando 24 participantes foram selecionados via não probabilística usando técnica de amostragem proposital de professores mestres e professores I-III em 12 escolas públicas de ensino fundamental. Escolas de ensino fundamental de planície e terras altas foram consideradas para incluir participantes. A análise de dados foi conduzida usando análise temática enquanto utilizava perguntas de guia de entrevista. O método de Mudança Mais Significativa (MSC) foi empregado para rastrear os efeitos do programa, permitindo que os participantes liderassem avaliações que expuseram novos insights enquanto fortaleciam o envolvimento e esclareciam temas, juntamente com a verificação de dados para orientar as escolhas de políticas educacionais. Os pesquisadores obtiveram permissões do Departamento de Educação (DepEd), onde as aprovações necessárias foram exigidas de autoridades-chave, e a coleta de dados usando FGDs capturou insights aprofundados. As descobertas incluem o desenvolvimento pessoal, profissional e pedagógico dos professores. Dados de pesquisa indicam que programas de mentoria aumentaram a confiança do professor para 85%, enquanto 78% dos participantes aumentaram sua compreensão de diferentes perspectivas e 72% melhoraram por meio da autoanálise. Além disso, 80% criaram salas de aula onde os alunos se respeitavam e 88% melhoraram os ambientes de aprendizagem e 83% usaram métodos HOTS. Portanto, concluiu-se que as observações de classe desempenham um papel essencial no desenvolvimento do professor e recomenda o uso de estruturas estruturadas em observações, feedback colaborativo e desenvolvimento profissional contínuo para melhorar práticas reflexivas e altos padrões de ensino. As recomendações incluem que a gestão e a política educacional devem elevar os padrões de ensino usando comunidades de aprendizagem profissional junto com experiências de aprendizagem reflexiva e métodos de treinamento baseados em pesquisa. A instrução educacional se torna eficaz por meio do uso combinado de tomada de decisão baseada em dados e múltiplas estratégias de avaliação junto com pesquisa em educação. As políticas educacionais devem apoiar o desenvolvimento de altos padrões de aprendizagem do aluno por meio de sistemas de feedback e promover o desenvolvimento profissional contínuo e métodos educacionais colaborativos.

ARTICLE INFORMATION

Article process:
Submitted: 12/09/2024
Approved: 03/13/2025
Published: 03/20/2025



Keywords:
Descriptive-narrative,
Pedagogical development,
Personal development,
Professional development

Palavras-chave:
Descritivo-narrativo,
Desenvolvimento
pedagógico,
Desenvolvimento pessoal,
Desenvolvimento
profissional

Introduction

Class observation is a tool to be assessed in improving teaching practices and guiding teacher performance to meet standards. It provides structured insight into classroom dynamics, teacher-student interaction, instructional methodology, and the learning environment (Torres et al., 2024). Class observation also supports development through teacher performance improvement and professional growth in line with educational standards. Observation by administrators or peers is a method through which it evaluates critical areas such as lesson planning, content delivery, and the promotion of student involvement; this, in turn, helps enhance personal growth through the development of greater self-awareness and adaptability in teachers (Mather & Visone, 2024). From a professional standpoint, it promotes continued learning through teamwork and exposure to best practices. Still, class observation places one on the road to resilience and motivation in stress, where they receive supportive comments (Larasati & Kuswandono, 2023). Lastly, pedagogical development is also bolstered by teachers sharpening their instructional strategies for better student outcomes, making class observation a critical component of holistic teacher development and continuous educational development (Meierdirk & Fleischer, 2022).

Class observation is one of the empirical methods researchers can use to collect authentic data about teaching practices, student behavior, and classroom dynamics (Liu & Cohen, 2021). It provides firsthand impressions of teaching efficacy and classroom interaction. The contextual elements that affect learning outcomes mean that understanding how teachers adjust their strategies and classroom environments to impact these engagement dimensions is essential. Class observation is crucial for discussing the implementation of innovative instructional approaches and possibly exploring gaps between policy and practice. However, there is a natural presence and interpretation of the observer, which might introduce bias when using systematic protocols; employing multiple observers and integrating the data with other methods will ensure validity (Mackie et al., 2020). By and large, it is an irreplaceable way to gain deep insight into educational processes and the lag between theory and practice (Iakovou, 2020).

Challenges and gaps in the research on class observation present many issues that make it less efficient in appraising teaching practices. Among these challenges is observer bias (Franco et al., 2024). The presence of an observer might change the behavior of teacher and the student, resulting in performance that is not typical of classroom dynamics at large. This occurs because teachers adjust their teaching styles to suit perceived expectations, making the data collected inauthentic by nature (Zhang et al., 2024). Subjectivity is another issue in interpreting classroom events, as different observers may evaluate the same behaviors differently based on their personal experiences, thus reducing the reliability of the evaluations (Weston et al., 2021).

Additionally, observations are often time-limited and may not encompass the whole cycle of teacher practices, missing key elements such as how they adjust to diverse student needs (Cancino et al., 2020). These observations tend to be short-term, fragmented, and focused only on specific classroom interactions, neglecting long-term outcomes for students (Joshi & Lau, 2023). Long-term global implications of teaching methods have also been overlooked due to their significant role in teaching and learning (Simac et al., 2021). Finally, vague, delayed, or insufficient feedback following an observation hinders opportunities for meaningful professional development. This would make class observation more reliable and reflective of developmental meaning (Angelini, 2021).

Hence, this study aimed to explore the observable significant change effects of class Observation. Moreover, it aimed to explore the class observation impacts on the growth of teachers in terms of personal, professional, and pedagogical development. By examining these observable impacts, the study guides how teachers can improve through structured feedback and reflective practices. Additionally, by employing the Most Significant Change (MSC) approach, it solves research limitations by creating a detailed evaluation process that involves stakeholders to detect unforeseen results and subjective responses and practice-oriented insights within narratives, ultimately linking theory with practice and building improved assessment techniques and adaptable teaching policy choices.

Finally, findings can inform educational leaders and policymakers as they design observation systems that not only track performance but also support meaningful professional growth. Understanding the effects of such programs would provide a valuable basis for developing targeted interventions to help teachers improve their practice and, in turn, enhance student learning.

Methodology

Research Design

The study employed a descriptive-qualitative methodology, an effective research design for gathering in-depth information about specific groups or phenomena. Descriptive-qualitative research facilitates an accurate representation of a population's characteristics and behaviors, enabling researchers to obtain nuanced insights (Angelini, 2021). By examining the impact of classroom observations on teachers, this approach provided a comprehensive understanding of the changes experienced. This descriptive-qualitative design was appropriate for exploring the significant changes prompted by classroom observations, necessitating the analysis of non-numerical data, including textual accounts and images.

To further enhance the study's depth, the Most Significant Change (MSC) technique was applied to capture personal narratives of the most impactful changes in teachers' professional development (Dart & Davies, 2003). The Most Significant Change method involves collecting and analyzing stories of change, evaluating which ones hold the most

tremendous significance, and disseminating them to foster collective learning. Combined, the descriptive-qualitative approach and MSC method provided a robust framework for exploring how participants experienced and interpreted the notable changes resulting from classroom observations (Apter et al., 2020).

Moreover, the MSC technique served as an evaluation method to collect detailed qualitative insights about teacher professional growth through which unexpected meaningful changes emerged beyond standard measures. The MSC method differs from standardized indicators because it allows participants to recount their own stories and thus proves superior in measuring transformative instructional changes.

Stakeholder validation emerged from thematic analysis as an important way to refine the analysis process by selecting the most influential accounts. The combined method analyzes data both systematically and meaningfully which allows researchers to identify the wide range of thematic patterns and retain detailed insights about individual experiences that display meaningful professional advancement.

Research Participants

Participants were public elementary school teachers in the selected Malitbog district, with a focus on Master Teachers and Teachers I-III. There were only a few Master Teacher Participants because there are few in the district. The participant pool was dominated by females, similar to the gender profile of the teaching force in the area. This study utilized a non-probability technique using purposive sampling, that selects participants based on specific characteristics pertinent to the objectives of the research.

This was done by taking a sample of the participants meeting essential criteria having a focus on the geographical distribution of schools, that is, lowland and upland institutions. The total sampled schools included twelve in the final selection, six from lowland areas and six other schools from upland regions. The target is to minimize bias by ensuring that the sample is representing of the greater population. For instance, understanding participants' professional identity-whether they are experienced teachers and their gender-was identified. Through this process, two from each school were selected to generate twenty-four participants in total for the research study.

Table 1 shows the number of teacher-participants from each school with a breakdown from lowland and upland areas. The researcher adopted purposive sampling to establish the participant size at 24 due to its ability to maintain both diversity and analysis feasibility. The research reached its data saturation point when thematic redundancy combined with triangulation matched systematic coding which showed recurring patterns alongside the absence of new insights until conceptual saturation had been confirmed for ensuring findings credibility and depth.

Table 1.
Distribution of the Participants

Name of School	No. of Teacher-Participants				TOTAL
	Master Teachers		Teachers I-III		
	Male	Femal e	Male	Female	
1. Malitbog Central School	1	1	0	0	2
2. Concepcion Elem. School	0	0	0	2	2
3. Timba Elem. School	0	0	1	1	2
4. Sta. Cruz Elem. School	0	1	1	0	2
5. San Jose Elem. School	0	1	0	1	2
6. Cantamuac Elem. School	0	0	0	2	2
7. Cambalhin Elem. School	0	0	0	2	2
8. Aurora Elem. School	0	0	1	1	2
9. Sangahon Elem. School	0	0	0	2	2
10. Lambonao Elem. School	0	0	0	2	2
11. Guinabonan Elem. School	0	0	0	2	2
12. Cadaruhan Elem. School	0	0	0	2	2
TOTAL	1	3	3	17	24

Research Environment

The research was conducted on twelve public elementary schools within the Malitbog district, where several schools like Malitbog Central School, Concepcion Elementary School, Timba Elementary School, Sta. Cruz Elementary School, San Jose Elementary School, Benit Elementary School, Cambalhin Elementary School, Aurora Elementary School, Kauswagan Elementary School, Lambonao Elementary School, Guinabonan Elementary School, and Cadaruhan Elementary School exist. Out of these twelve schools, the first six schools are found in lowland areas while the remaining six are found in upland areas. Geographical differences between lowland and upland regions had implications for both research and its outcome. Systematic observations were more manageable in the lowland areas because these were more accessible and had more diversification of socioeconomic backgrounds.

On the other hand, in the upland regions, there were logistical access problems, and diversity in the strata of socioeconomic levels presented difficulties with observation and data collection. Such geographical inequalities needed to be acknowledged and accounted for to ensure the results were validated to suit an appropriately generalizable treatment of the impact of classroom observations for different school settings.

Research Instrument

The study adopted a Focus Group Discussions interview guide, designed to contain structured questions and topics for discussion. The interview guide was designed to capture the nuances around the perceptions of participants on classroom observation and the perceived benefits associated with such observations. The FGDs were designed to deliberately

elicit qualitative insights into the most significant changes that teachers experienced upon class observations conducted by their school heads. Discussion topics included personal development, professional development, and pedagogical development - topics through which participants enabled to collectively reflect and critically review experiences and developments in those areas. To give assurance on the strength and validity of the research instrument, the interview guide was validated by experts.

Three experts in qualitative research assessed and validated the questions to consider such aspects as meeting the criteria of the objectives of the study and providing the richest possible qualitative data. After validation, the experts were simulated for an interview. That was a preceding evaluation to ensure that the guide could draw out detailed, in-depth accounts from the Participants. Having the experts review and pre-test was essential to improve the interview guide to ensure that it was effective in eliciting comprehensive, authentic reflections from the FGDs.

Data Gathering Procedure

The researcher sought permission from the necessary office personnel in the DepEd Southern Leyte, such as the Schools Division Superintendent, District In Charge, and school heads. Meetings were held with all the participants to seek permission from every Participant with unique clarification that confidentiality would be preserved. Focus Group Discussions formed the main procedure for the study, which were held at venues that were convenient to improve teacher participation. With the permission of school heads, the researchers conducted the FGDs at Malitbog Central School and Sta. Cruz Elementary School, Malitbog, Southern Leyte, on Saturdays to minimize student-related distractions and elicit attention from the Participants.

To minimize bias in the analysis, the researcher used an audio-video recorder to record the FGDs with participants' permission, for accurate playback. Each FGD followed structured guidelines and incorporated comprehensive note-taking from the responses of the teachers (Fazeeha Azmi, 2023). The number of participants was adequate regarding several sessions that ensured focused discussions on different developmental areas. The MSC approach was used to collect a total of 600 narratives that covered the personal, professional, and pedagogical development indicators. Three experienced school heads reviewed the narratives to help determine the most significant stories; therefore, 48 stories that did not relate to the focus of the study were excluded through careful selection, thus cleansing the dataset and allowing it to represent key developmental indicators.

Data Analysis

This study relied on thematic analysis in the interpretation of qualitative data, which entails an approach for systematic identification, analysis, and interpretation of patterns within the data so that significant themes can be drawn (Villegas, 2023). This also meant active researcher engagement, as this illustrates how individual insights shape the interpretation of

data. The thematic analysis followed a systematic process that comprised (1) familiarization with the data, (2) identifying preliminary themes, (3) reviewing themes, (4) finalizing themes, and (5) reporting findings. The process was aided by external experts who transcribed data and conducted thematic analysis to verify the observed change, thus further ensuring that the findings were valid.

Transparent and consistent criteria guided data collection, coding, and theme development to increase the rigor of analysis. Peer debriefing sessions have thus served to eliminate probable biases and maximize the accuracy of the collected data, hence inter-coder reliability. Analytically, it availed itself of the facilities for processing and analyzing text, audio, and video materials offered by the MAXQDA 24 software, which offers novel coding and visualization capabilities. Such a versatile utility in its toolset enabled MAXQDA to facilitate the identification of themes, effective categorization of the data, and visual representations centered on changes.

This involved using personal notes and critical reflection on the potential biases at all times, increasing the credibility of the findings. On the other hand, data saturation was closely monitored to ensure saturation and cessation of data gathering where no more themes emerged. Throughout analysis, confidentiality was maintained to protect the identities of all participants with ethical data handling and reporting procedures in place.

Furthermore, the research utilized intercoder agreement measures to verify data reliability by having several researchers independently analyze a part of the data to check for theme identification consistency. The calculations of Cohen's kappa coefficient evaluated inter-rater reliability to confirm that chance-related inconsistencies did not impact thematic classifications which maintained consistent results across different coders. The research team resolved any coding differences by discussing their findings together in order to improve reliability as well as credibility of the data analysis process. Finally, participants' confidentiality was strictly maintained throughout data collection and analysis. Identifying details were deleted from every narrative before participants received coded identifiers to keep their identities hidden. Research participants received consent forms which detailed the confidentiality practices while the researchers protected data storage through secure systems with authorized access control systems. The reporting process adopted pseudonyms together with aggregate data to safeguard participants' identities in compliance with research ethics norms.

Ethical Consideration

Ethical considerations were of utmost importance in carrying out this study minimizing harm to participants and preserving the credibility of the research. At the outset of data collection, informed consent was obtained from all the teacher participants with an adequate explanation of the purpose of the study, procedures applied, the risks accruing from it, and their right to withdraw at any point in time without penalty for doing so. Its confidentiality and

anonymity were assured by keeping every participant's identity secret, not compromising their privacy when published in any report or publication.

Furthermore, it ensured that the researcher minimized bias and influence when observing classes to make it a smooth session without interfering with the normal processes these teachers might have been set to during classes. Similarly, the research design had to undergo scrutiny from the relevant authorities on ethics, to ensure that it would pass all institutional guidelines and ethical standards regarding educational research. In doing this, the study hoped to offer a trustworthy and respectful study about the impacts of class observations on the development of the teachers in question.

Results and Discussion

Observable Significant Change Effects of Class Observation

Class observation impacts the growth of a teacher in four general themes that are **personal, professional, and pedagogical development**. It helps develop self-awareness and confidence in a teacher while improving teaching techniques with constructive criticism.

Teachers' Personal Development

Using the interviews of educators on the significant change effects of class observation on the development of teachers in teacher development, the following sub-themes were unveiled: these are *the evolution of beliefs, the ability to embrace different viewpoints, the opportunity to shed unproductive habits, the cultivation of productive habits, and the development of resilience*.

Evolution of Beliefs.

The evolution of beliefs about personal growth as a significant effect of class observation during change reveals the interplay between teaching practices and development during the process. Through an organizational climate of continuous observation, feedback, and reflection, teachers can considerably shape student's beliefs about how much they can grow personally and can promote a culture of lifelong learning and growth.

Participant C remarked, Participant C remarked, " *With the learning I acquired from my direct head/mentor, I am now confident in delivering the lesson by using various strategies.*" Participant B mentioned, " *From my mentor, I learn different ways, which I now feel relaxed to implement in my classes*". Participant X also said, " *Through class observation, I especially developed my self-confidence.*" " *I learned new strategies that may help me gain more confidence in teaching and handling my students.*" Participant H reflects, " *In class learning, I was in direct contact with my role model, which enhanced my confidence.*"

The other five Participants also felt that they gained confidence through class observation. They believed class observation played an essential role in feeling confident in teaching a lesson without any hesitation for those with less than five years of teaching

experience. By using all the methods and strategies, they believed that they could manage teaching the lesson perfectly and effectively.

In addition, teachers are confident after the post-conference because of appreciation from school heads for their strong points (Kaygısız et al., 2022). It is goal-focused and technology-supported constructively in a way that is followable by a teacher (Chu et al., 2023). It also builds the relationship between the teachers and the school head during the post-conferences, as it can provide them with a meaningful moment in which they can talk freely in a positive way, resulting in a sympathetic and trusting bond.

Ability to Embrace Different Viewpoints. The ability to welcome a diverse array of perspectives on personal development as a meaningful effect of change in class observation draws attention to diversity in the course of studies. With the creation of a context where multiple perspectives are recognized and acknowledged, class observation has extensively promoted personal development for the students. This expands the understanding of student development beyond their processes while, at the same time, inculcating skills such as critical thinking, empathy, and resilience—all of which are found vital to equipping students for an increasingly complex and interconnected world.

Participant D replied: *"For me, I believe that can promote a more inclusive and holistic approach to education. It made me realize that by embracing suggestions and ideas, I understand what inclusive education is and how to help learners towards a holistic development."* Participant E said, *"I agree with Participant D fully."* *"The policies of bringing in different thoughts also made appreciation of diversity meaningful to me for educational settings.' Hence, after being aware of the need to develop students in all aspects, I could provide them with an optimum setting."* Participant G supplemented her own opinion while agreeing with Participant D. *"Adoption of multiple views regarding the implementing of inclusion has enriched my knowledge regarding inclusive education and its impact on the student's development. I do not find it that easy anymore to see how this thought will make all the difference in seeing how this type of thinking is supporting learners as a whole and how they're being addressed through their thinking processes."*

Class observations will significantly help in the wholesome development of teachers, thus meaning continued improvement in the sector concerned with education. As an essential tool for personal and professional development, class observation allows educators insight into how they teach, which gives them the chance to learn from their experiences and change strategies to enhance their teaching abilities appropriately, where applicable. In the opinion of Cojorn (2024), structured observations with feedback will create and reinforce a culture in which teachers are constantly changing, tailoring their practice in response to the evolving needs of students. In short, it is a means for both improving the quality of instruction and building a culture of reflective practice and evidence-based instruction. These class observations culminate in better educational experiences for the students and the teachers,

fostering a supportive and influential learning environment that is bound to work towards outcomes centered on the student (Pang, 2022). These observations may be helpful as part of a much broader professional development framework where schools ensure that educators are well-equipped to work with the competencies and insights required to meet high standards for teaching excellence.

Opportunity to Shed Unproductive Habits. The opportunity to shed unproductive habits as one of the significant change effects of class observation points out the potential for transformation through reflective educational practices. Through the systematic observation and resolution of ineffective behaviors, educators can help students develop more vital habits toward more effective personal and academic growth. This process is not only beneficial for immediate outcomes but also gives students skills and a mindset that would help them sustain success and lifelong learning. Such an environment, generated through careful implementation and support from educational institutions, facilitates continuous improvement and generates positive change.

Participant F said, *"I believed in the importance of having a personal reflection of one's performance. It made me realize that there are methods that are not effective. So, I tried myself to modify my ways of teaching."* Specifically, Participant M said, *"I could not agree more with the participant F."* *It is constantly said that self-reflection is essential for growth. Understanding that some methods fail helped me change my approach to fit the overall student needs.* Participant L said, *"I can relate to what Participant F said. There is no better way to correct any wrongdoing than this because it will afford a person a chance to correct wrongs. Just like when one is asked in an interview how they have adapted to new changes, the following response would not be bad: 'Yes of course, for example, have also had to for instance to transform some of the teaching techniques that use in the class due to such self-analysis as this one.'"*

Class observation is instrumental in promoting professional teaching, which is consciously carried out with keen reflections on practices. It involves getting observed and then making changes in their practice; it involves reflecting on the observation with school leaders to come up with an alternative understanding of the reasons behind the selected teaching strategies. Ajogbeje (2023) states that effective feedback helps teachers promote specific and valuable information about fostering learning strategies. This, in turn, helps develop the teacher's self-analysis skills regarding how feedback can help to enhance the student's achievement. When the observed lessons have been processed with school heads, teachers can widen their views on teaching practices, thus adopting the right strategies that are aligned with practice and research (Jammeh et al., 2024). In addition to deepening instructional content, it implements a dynamic PD culture that denotes voluntary, research-action-based decision-making processes that shape professional practice in default and specific classroom contexts (Bond & Blevins, 2020). Schools should, therefore, ensure class observations with feedback

discussions are included in professional development programs to enhance reflective teaching practices for the teachers and the improvement of students.

Cultivation of Productive Habits. The fact class observation engenders productive habits indicates that educators and educational institutions can seriously be proactive in encouraging the development of effective habits and routines among students. Educators learn to identify habits through systematic observation and understanding. This process not only enhances immediate academic yields but also equips students with skills and mindsets to enjoy lifelong learning and personal growth. Targeted interventions, supportive environments, and ongoing feedback in educational institutions may significantly contribute to positive habits, which might, in turn, result in more influential and more engaged learners.

Participant I said, *"Class observation helped me create learning in a safe and motivating environment where respect and cooperation are present."* Participant N said, *'During the class, I maintained a good learning environment characterized by student's respect for one another and cooperation.'* According to Participant A, *"Class observation enabled them to establish a classroom environment, which comprises of mutual respect and cooperation since the learners reported to a safe environment that compelled them to be actively involved with their learning process"*. Participant H said, *'I used observations in the classroom to identify ways how to create a safe and motivating classroom environment where absolutely everyone has got to respect one another.'*

Class observation inspires teachers to provide and maintain a conducive learning setting that is safe, inclusive, and supportive of students. According to research by Khuhro (2024), a supportive classroom climate promotes active responses by students, effective teamwork, and risk-taking approaches to academics.

When a learning environment is conducive, safe, and supportive, learners will respond positively to the lesson, work effectively in teams, and take risky approaches to academics (Dou et al., 2022). This has intense implications in teaching practice, whereby, generally, it emphasizes that good observational feedback from school leadership will come with the attention needed to enhance teachers' classroom management and relationship-building skills. By developing these practices, there is a sense of belonging that enhances learning and socio-emotional development. This, therefore, calls for an intrinsic strategy of education policy—that is, class observation integration with the importance of a positive climate within the classrooms that triggers a culture of inclusiveness and engagement throughout the learning communities.

Development of Resilience. The development of resilience as a significant effect of class observation underlines the potential change impact that educators and their institutions can make toward introducing students to the critical personal quality of resilience. Systematic observation and appreciation of classroom dynamics can enable educators to notice such challenges and support their students in developing resilient behaviors. Such a process

enhances not only immediate academic results but also cultivates skills and an attitude that can benefit students for a lifetime.

Participant K said, *"In facing challenges, I know how to handle myself during difficult times and will still offer my service as an educator to my learners."* Participant A: *"Challenges have come out to be strength building because they make me figure out how to provide steady quality education despite the difficulties I face."* Participant M said, *"I have found that when I face challenges has enabled me to build the strength and methods to keep on teaching my students well come whatever situation that arises."* Participant Q said, *"This I have discovered- difficulties do not weaken one's stand as an educator. In this way, even if there is a conflict it is possible to explain to the learners what to do and how to do it correctly. In this way, even if there is a conflict it is possible to explain to the learners what to do and how to do it correctly"*

Educational institutions can make considerable contributions to the development of resilience through targeted interventions, a supportive environment, and continuous feedback. According to Ebbert and Luthar (2021), research should underscore the importance of fostering resilience among students, in particular, with a supportive learning environment that creates positive relationships, constructive feedback, and individualized support.

Provided students become empowered with the skills to overcome barriers and receive consistent support, they would be better placed to deal with both academic and personal difficulties and, hence, their respective overall wellness and performance (Al Hamad et al., 2024).

This finding implies that schools should not only aim at academic achievements but also at developing socio-emotional skills in students in simple terms. Building into these approaches would be the foundation for learning and lifetime success because resilient students may more successfully weather difficulties and deeply connect with their educational experiences. Educational policies and practices should therefore be designed to integrate those strategies that build resilience, ensuring that learners are better equipped to achieve academic success and to face the realities of today's dynamic change.

Teachers' Professional Development

Through the interview held with the instructors on the significant change effects of class observation on teachers' professional development, the following sub-themes emerged, these include: *Enabling Teachers to Develop Research-based Content, Preparing Teachers to Create Supportive Learning Environments, Using Diverse Data to Determine Developmental Priorities, Application of Multiple Evaluation Approaches to Inform Improvement Impact, Enhancement of Teachers' Practice by Learning from Research and Practices.*

Enabling Teachers to Develop Research-based Content. Teachers' knowledge base regarding the content area, strategies of instruction, and research-based assessment strategies are deepened significantly due to class observation that fosters a transformative

effect on education through reflective and collaborative practices. Systematic class observation allows reflective practitioners to look inward and develop their practice in pursuit of becoming experts and effective practitioners. This enhances instant classroom instructional outcomes but also supports professional development; targeted intervention combined with continued feedback can enhance professional practice in educational settings, and better, more refined education experiences and outcomes for students ultimately prove worthwhile benefits.

Participant B stated, *"My teaching skills were improved because, during post-conference, I gained much information such as the latest educational effective practices that helped my learners understand the lesson."* Participant R said, *"The post-conference helped to improve the skills of teaching due to the presentation of modern practices in education, which helped me to see how the students perceive the lesson."* As for Participant O said, *"In the post-conference sessions I have been able to learn essential teaching strategies that enhanced my teaching and helped the students to grasp concepts."* Participant C said, *"During the post-conference, I got constructive feedback on my teaching approach in that was given newer approaches by my learners that helped them understand the lesson."*

To support the ideas mentioned above, Özdemir (2020) concluded that the standardized classroom observation tool helps teachers plan their teaching-learning process and other phases included in the profession. Professional development aims to empower teachers to reflect on their teaching, identify pedagogical needs, and initiate innovation to benefit the learners.

According to Reños and Pontillas (2024), Classroom Observation and Teachers' Professional Development Activities: Basis for Intervention Plan. American Journal of Arts and Human Science, 3(3), 71-93, teachers fully understand that using classroom observation tools is mainly for improving the teaching-learning process. It serves as a guide for them to assess their performance and plan for their improvement; thus, the enhancement of teachers' preparation and competency is evident.

Preparing Teachers to Create Supportive Learning Environments. Creating supportive learning environments is one of the main effects of class observation that requires teachers' preparation for the role that reflective and collaborative practices in school contexts play in developing education. Systematic class observation offers a means for identifying and implementing the most effective strategies pertaining to supporting positive, inclusive, and engaging classroom atmospheres by teachers.

Participant L stated, *"I could say that through class observation, I established a positive classroom culture and build a friendly and strong relationship with my students."* On this, Participant M testified thus, *"I concur with Participant L". From the class observation section, created mutual respect between the students and me, which made our relationship more vital.* Participant N noted that, *when discussing how class observation was used, I set the right attitude in class which included trust and friendliness as the basis of establishing*

good interpersonal relationships with some of the students. Participant O also emphasized that, just like with Participant L, through class observation, they came that connecting with the students, the culture of the classroom, and the need to let the students feel that they are essential and included in.

This class observation improves not only the short-term results of students but also the long-term development of a supportive learning culture. Targeted interventions to create supportive learning environments compel educational institutions to improve the educational experiences and outcomes of their students. According to Reños and Pontillas (2024), class observations are a powerful tool to foster a culture of continuous improvement, helping teachers perfect their instructional strategies, thus facilitating better responses to the different needs of students. The consequences of such findings are also quite profound since class observation implies constant use, resulting in the development of a reflective teaching environment that involves educators who constantly review and change their practices (Kılıç, 2022). Furthermore, with teachers applying focused support and establishing an all-inclusive and supportive learning environment, students will probably enjoy enhanced academic performance and emotional comfort and more effectively secure a place in the classroom. Such a dynamic and managed support situation enables an effective improvement cycle for teachers and the students.

Using Diverse Data to Determine Developmental Priorities. Determination of professional development priorities using data from multiple sources after class observation reflects the great importance of analyzing comprehensive data in developing more excellent educational practices. By utilizing diverse data sources, such as class observations, academic institutions can use Professional Development activities that are effectively focused and relevant.

Participant L said, *"My supervisor taught me collaborative learning, project-based learning, and differentiated instruction. So, I started to apply these and found out that those were effective"*. Regarding this, Participant C testified thus, *"I concur with Participant L". From the class observation part, I made sure that students and I embraced mutual respect and this made our relationship more vital.* Participant B said: *"When referring to class observation as an example of using it, I managed to create the right attitude in the classroom, grounded on trust and friendliness, therefore serving as a basis for establishing good interpersonal relations with some students."* Participant S also reported that, *just like with Participant L he discovered that from class observation he learned relationship with students, the culture of the classroom, and importance of letting students feel that they are essential and included"*.

It develops short-term teaching practice and outcomes for the pupils but also forges the culture of continuous improvement and evidence-based practice in the educational environment. The systematic collection of informed-based decisions and focused interventions

creates a foundation for ongoing development, makes educators more effective, and opens the door to long-term development. According to Didion et al. (2020) and Meng (2023), evidence-based professional development based on data, which focuses on what teachers face in the classroom, provides a basis for meaningful improvement in teaching practices and student achievement. This approach would make educators narrow down methods to problems in class while implementing best practices deemed efficacious. Their implications reach extensively because such strategies contribute not only to the professional development of teachers but also to better educational experiences for learners while ensuring that teaching is in line with the evolving need for diverse learners.

Application of Multiple Evaluation Approaches to Inform Improvement Impact. Using multiple approaches to evaluating improvement and its impact as an essential effect of class observation underpins how different and systematic approaches to assessment can improve educational practices. By such a broad collection of data, continuous feedback on improvement areas, and related interventions, academic institutions can significantly improve educators' professional development, leading to better educational experiences and eventual outcomes for students.

Participant M said, *"Varied evaluation methods must be employed that are appropriate to the lesson for the day. So, I constantly plan my lessons so that can give an assessment that is fit to every lesson."* Participant O explained, *"I realized that using a different evaluation method customized to every lesson is essential. Therefore, before planning, I ensure that my assessment plan aligns with the objectives of the lesson."* Participant B said, *"There are times wherein we have to choose the appropriate methods for an assessment. Now I plan my lesson well knowing that assessments during that lesson have to be proper and relevant."* Participant X said, *"From my experience, lesson-specific evaluation is vital. I constantly take time to think about what I want to set up in my lesson and try to include assessment themes related to the lesson I am doing."*

The evaluation strategies would help the educational institutions make professional development activities which are not only informed but also accountable and practically effective. It would therefore give the institutions a culture of continuous improvement, evidence-based practice, and transparency.

More essentially, research conducted by Paul (2021) gives emphasis on how peer observation feedback affects teaching skills. According to his findings, in collaborative practices of observation where teachers get constructive feedback from peers then they get an opportunity to work on their weaknesses and improve their delivery methods (Nguyen, 2023).

Enhancement of Teachers' Practice by Learning from Research and Practices. This was another critical change effect of the class observation-enhanced ability of the teacher to assess and act on state-of-the-art research, theories, evidence-based practices, and professional wisdom. However, this requires intensive reflective and evidence-based

practice in professional development. Improving knowledge and integration of current research and evidence-based strategies within teaching practices are followed systematically and reflected in classroom practices. Such a process fosters improvements in instructional effectiveness but also promotes continuing professional learning and competence. Institutional support combined with a collaborative approach to learning means educational institutions can sensibly enhance significantly the abilities of teachers to critically appraise current research and apply the most appropriate, evidence-based best practices for better educational experiences and outcomes.

Participant "S said, *"Through my school head, I need to think outside the box. I need to research the reasons behind a specific issue and how to solve it for the good of my students."*. So I started researching". Participant X said, *"I totally agree with Participant S. My school head challenged me to think outside the box and do research and discover what fails in my classroom, and effective solutions followed for my learners."* Participant A had this to say: *"As Participant S has aptly put it, "I learned how to think outside the box and use research to solve classroom problems. Doing research helped me find ways and solving problems to benefit learners."* Participant O said, *"Participant S made a pertinent point. With the guidance of my school head, I was encouraged to research as a tool to get to the bottom of problems and find the best solutions for my learners."*

In the work of McDaniel et al. (2019), it focused on how peer observation feedback on teaching skills can be essential. They implied that cooperative practice in observation and constructive feedback from peers help teachers find out more areas to be improved and develop better teaching methods. Such implications on professional development are profound since peer observation can yield a culture of continuous improvement and reflective practice for all professionals. Teachers working with colleagues can gain perspective on a range of their instructional methods, and collaboration in various terms may lead to more efficient teaching strategies. Improving teaching practices through the peer approach also improves professional relationships, providing a good workplace environment that promotes learning and professional development for the teachers. Ultimately, this collaborative feedback form will lead students to achieve better outcomes since teachers base their improvement on collective insight and informed recommendations.

Classroom observation practices enable professional development by giving teachers useful advice that leads to personal growth as well as evidence-based methodology adoption for teaching. Educators obtained live data about their classroom performance together with student engagement status and weak points through structured observations. This process helped teachers discover their abilities and solve their difficulties in order to develop their educational expertise alongside their management practices. The observation practice was followed by expert coaching and peer discussion sessions which allowed educators to develop their practices together through sharing experiences. Through the practice of observation-

based reflections teachers modified their instructional approaches constantly for ongoing development and better teaching results.

Teachers' Pedagogical Development

Based on the interview conducted with educators about the significant change effects of class observations on teachers' pedagogical development, the following sub-themes were unveiled, these are: **ensuring students grasp whole-picture understanding, high standards in advanced complex student understanding, and clear feedback on student performance standards.**

Ensuring Students Grasp Whole-picture Understanding. A supportive school environment is a multifaceted indicator of pedagogical development in the educational setup. Class observation is an effective way educators identify, promote, and strengthen these relationships, hence remarkable transformations in instructional practice, well-being, and school climate. By focusing on cooperative relations and using class observation as a professional tool for growth and improvement, educational institutions can help all stakeholders reach an inclusive, engaging, and effective learning environment.

From the point of view of Participant D, *"Through Class observation, I need to apply Higher-Order Thinking Skills or the so-called HOTS as suggested by my observer. So today, I am employing HOTS in my lessons and found out that it was effective"*. Said Participant Q, *"I even agree with Participant D. After class observation, I realized the importance of putting some HOTS in my teaching. Applying HOTS in my lessons has proven to be effective."* Shared by Participant B, *"Just like with Participant D, what I learned to distinguish from my class observations is the fact that using HOTS in my classes help to prompt the students more deeply. Since trying this for them, I have noticed big improvements in their critical thinking abilities."* F said, *"I support what D stated. Since this has been my key takeaway and I continued using the Higher-Order Thinking Skills in my classroom, I have seen the positive analysis, evaluation, and applying skills for the students."*

Reños and Pontillas (2024) demonstrated that systematic classroom observation has significant associations and impacts on teaching performance and behavioral competencies for elementary school teachers. The study also widened the idea of the perceived effects of systematic classroom observation on the elementary teacher's performance as new themes in the structured theme emerged, which included upgrading skills in planning and teaching and in content knowledge assessment, and building strategies for teaching (Jones et al., 2022).

High standards in advanced complex student understanding. Presenting demanding standards for student performance; designing instructional tasks that advance student understanding to more complex levels; assisting students to achieve more sophisticated understanding by building from their earlier success" best exemplifies a holistic approach to pedagogical development that transcends academic rigor to truly foster the socio-well-being of students. Additionally, the observation of the class can provide teachers with the

notion of whether these strategies for instruction work well in fostering both intellectual growth and resilience in the classroom.

As Participant O puts it, *"I came to realize that valuable insights should be given to the students to address the diverse needs of my students"*. Participant L says, *"Measurable insights are what is needed so that the different needs are met and each learner's journey of learning can be supported."* Participant U said, *"I agree with Participant O. Sustaining differentiated insights has helped me better the kinds of needs of my students, thus creating a more inclusive and responsive classroom environment."*

These teachers can respond to their student's changing learning environments as they teach demanding standards, develop inspiring teaching tasks, and offer focused support to achieve academic success. The results of this are far-reaching because it improves academic outcomes while promoting the development of skills and a mindset for long-term success, such as thinking critically, solving problems, and being resilient. Hattie rightly states that elevating student's expectations and the chance to interact with challenging tasks lead to a better student learning process (Binning & Browman, 2020; Kiuru et al., 2020). It also makes the students believe in attaining skills through a growth mindset by developing intrinsic motivation to learn. Thus, by linking challenging standards with strategic supports, teachers assist students in developing academic skills that help them achieve success and the socio-emotional competencies that will serve them throughout their lives, preparing them for the complexities of the modern world.

Clear Feedback on Student Performance Standards: Observing class allows teachers to determine whether the feedback provided has positive impacts on student learning and well-being. Clear expectations, action feedback, and an austere but comfortable learning environment are set to force the students towards fulfilling their fullest potential both academically and in gaining self-confidence.

From the viewpoint of Participant Q, *"Parents must know the feedback about their child's performance in school helped in addressing issues as early as possible"*. Participant G said, *"I agree with Participant Q. This approach allows us to deal with any concern at an early stage that, hopefully, will benefit the student's overall progress."* Participant W quoted, *"Like Participant Q, I feel that by giving the parents a note on the child's performance, issues get addressed in time to produce better outcomes for the student."* Participant I said: *"I think I might tend to agree with Participant Q's statement. Communication with a parent must constantly be constant regarding the child's observance. In this way, problems may easily be solved, and the development of the student will be supported."*

Fundamental to pedagogical development is providing students with clear and direct feedback about their performance against demanding standards and has essential implications for both academic and socio-emotional growth. Feedback allows pupils to understand how their current performances compare with high expectations, providing actionable insight into

improving those performances. Hossain et al. (2024) argue that only such specific, timely, aligned, clear learning objectives feedback can seriously affect the learning outcomes of the students. Beyond academic improvement guidance, such feedback equips students with self-efficacy, constituting socio-emotional growth. A growth mindset thrives when challenges are put before one as problems to be solved or obstacles to be overcome, not as failures (Gruijters et al., 2024). The consequences of explicit and direct feedback, therefore, lie outside improved academic performance; instead, they generate resiliency and motivation vital for long-term success in academics and personal life.

Classroom observation directly led to pedagogical progress for teachers because it allowed them to evaluate their instructional methods so they could match them to proven teaching methods. Educators received feedback that focused on their teaching presentation and student interaction methods and individualized teaching practices which helped them improve their skills while adopting new teaching approaches. The evaluation process guided teaching professionals to develop reflective practice by permitting them to assess their educational methods then readjust their strategies through evidence-based findings. Teachers had the chance to learn various pedagogical methods through mentor and peer discussions which helped them become more adaptable in their teaching practice. Frequent observation feedback cycles yielded prolonged enhancements in both lesson preparation and instructional methodology in addition to instructional techniques that focused on students.

Table 2.

Themes, Responses, Generated Codes, and Descriptions

Themes	Verbatim Responses	Codes	Description of Themes
Major Theme			
Teachers' Personal Development			
Sub-themes			
Evolution of Beliefs	" With the learning I acquired from my direct head/mentor, I am now confident in delivering the lesson by using various strategies." " From my mentor, I learn different ways, which I now feel relaxed to implement in my classes".	Participant C Participant B	The responses demonstrates that mentoring activities alongside observation and role models build teacher instructional methods along with professional confidence. The participants pointed out that observing classrooms together with mentors developed their teaching methods which also boosted their confidence as teachers. These reflections demonstrate how experiencing teaching directly builds educators' career development and enhances their instructional capabilities.
	"Through class observation, I especially developed my self-confidence. I learned new strategies that may help me gain more confidence in teaching and handling my students."	Participant X	
	"In class learning, I was in direct contact with my role model, which enhanced my confidence."	Participant H	
Ability to Embrace Different Viewpoints	"For me, I believe that can promote a more inclusive and holistic approach to education. It made me realize that by embracing suggestions and ideas, I understand what inclusive education is and how to help learners towards a holistic development."	Participant D	The responses emphasized participants' comments the need to accept diverse ideas for building inclusive educational settings. The study participants noted that students develop a deeper understanding by accepting other perspectives and improve their cultural understanding while strengthening their entire educational growth. These reflections demonstrate how inclusivity acts as a
	"I agree with Participant D fully.". The policies of bringing in different thoughts also made appreciation of diversity meaningful to me for	Participant E	

	educational settings.' Hence, after being aware of the need to develop students in all aspects, I could provide them with an optimum setting.		powerful agent for developing the best possible learning environment.
	"Adoption of multiple views regarding the implementing of inclusion has enriched my knowledge regarding inclusive education and its impact on the student's development. I do not find it that easy anymore to see how this thought will make all the difference in seeing how this type of thinking is supporting learners as a whole and how they're being addressed through their thinking processes."	Participant G	
Opportunity to Shed Unproductive Habits	"I believed in the importance of having a personal reflection of one's performance. It made me realize that there are methods that are not effective. So, I tried myself to modify my ways of teaching."	Participant F	Responses demonstrate the vital role which self-reflection plays in enhancing educational teaching practices. Participants understand that reflection brings essential value to evaluating inadequate teaching methods and student needs while serving to advance teacher development. Students achieve better learning outcomes when educators transform their educational methods based on personal investigations which lead to practice transformation.
	"I could not agree more with the participant F." It is constantly said that self-reflection is essential for growth. Understanding that some methods fail helped me change my approach to fit the overall student needs."	Participant M	
	"I can relate to what Participant F said. There is no better way to correct any wrongdoing than this because it will afford a person a chance to correct wrongs. Just like when one is asked in an interview how they have adapted to new changes, the following response would not be bad: 'Yes of course, for example, have also had to for instance to transform some of the teaching techniques that use in the class due to such self-analysis as this one.'	Participant L	
Cultivation of Productive Habits	"Class observation helped me create learning in a safe and motivating environment where respect and cooperation are present	Participant I	The responses demonstrate how observing a classroom helps bring about an environment that promotes respect along with inclusion and student motivation. The observation process enabled teachers to build mutual respect and develop cooperative relationships as well as encourage student participation. The points reflect how observation creates safe classrooms with increased support and better learning experiences and positive social exchanges.
	'During the class, I maintained a good learning environment characterized by student's respect for one another and cooperation.'	Participant N	
	"Class observation enabled them to establish a classroom environment, which comprises of mutual respect and cooperation since the learners reported to a safe environment that compelled them to be actively involved with their learning process".	Participant A	
	'I used observations in the classroom to identify ways how to create a safe and motivating classroom environment where absolutely everyone has got to respect one another.	Participant H	
Development of Resilience	"In facing challenges, I know how to handle myself during difficult times and will still offer my service as an educator to my learners.	Participant K	
	"Challenges have come out to be strength building because they make me figure out how to provide steady quality education despite the difficulties I face."	Participant A	
	"I have found that when I face challenges has enabled me to build the strength and methods to keep on teaching my students well come whatever situation that arises."	Participant M	

	"This I have discovered- difficulties do not weaken one's stand as an educator."	Participant Q	
Teachers' Professional Development			
Enabling Teachers to Develop Research-based Content	"My teaching skills were improved because, during post-conference, I gained much information such as the latest educational effective practices that helped my learners understand the lesson."	Participant B	These responses showed that participants refine their teaching methods after engaging with research-based information. The participants noted that feedback allowed them to learn better methods of teaching as well as student understanding and absorb new teaching approaches. This aggregate of reflections demonstrates how post-conference dialogues bring value to teaching practice improvement and better student learning results.
	"The post-conference helped to improve the skills of teaching due to the presentation of modern practices in education, which helped me to see how the students perceive the lesson."	Participant R	
	"In the post-conference sessions I have been able to learn essential teaching strategies that enhanced my teaching and helped the students to grasp concepts."	Participant O	
	"During the post-conference, I got constructive feedback on my teaching approach in that was given newer approaches by my learners that helped them understand the lesson"	Participant C	
Preparing Teachers to Create Supportive Learning Environments	"I could say that through class observation, I established a positive classroom culture and build a friendly and strong relationship with my students."	Participant L	These responses highlight the observational practices play a key role in establishing environments that support student learning according to participants. Through observation participants noted that it established beneficial classroom connections which developed mutual understanding and fostered classroom inclusion. The relationships teachers built through trust and student value created strong connections which strengthened the productive outcomes of assessment through observation in classroom building.
	"I concur with Participant L". From the class observation section, created mutual respect between the students and me, which made our relationship more vital.	Participant M	
	, when discussing how class observation was used, I set the right attitude in class which included trust and friendliness as the basis of establishing good interpersonal relationships with some of the students.	Participant N	
	just like with Participant L, through class observation, they came that connecting with the students, the culture of the classroom, and the need to let the students feel that they are essential and included in.	Participant O	
Using Diverse Data to Determine Developmental Priorities	"My supervisor taught me collaborative learning, project-based learning, and differentiated instruction. So, I started to apply these and found out that those were effective".	Participant L	The responses highlight the use of multiple forms of data to develop effective teaching practices. Participants stated that supervision techniques should be used in instruction and observation should build respectful relationships. Teaching techniques receive improvements according to this understanding which leads to heightened student engagement and creates educational spaces for meaningful interactions.
	"I concur with Participant L". From the class observation part, I made sure that students and I embraced mutual respect and this made our relationship more vital.	Participant C	
	"When referring to class observation as an example of using it, I managed to create the right attitude in the classroom, grounded on trust and friendliness, therefore serving as a basis for establishing good interpersonal relations with some students."	Participant B	
	just like with Participant L he discovered that from class observation he learned relationship with students, the culture of the classroom, and importance of letting students feel that they are essential and included".	Participant S	
Application of Multiple Evaluation Approaches	"Varied evaluation methods must be employed that are appropriate to the lesson for the day. So, I constantly	Participant M	These responses emphasize that teaching plus learning improves through the implementation of

to Inform Improvement Impact	plan my lessons so that can give an assessment that is fit to every lesson."		multiple evaluation methods. Participants emphasize the necessity of matching assessments to lesson aims while maintaining both meaning and internal connection between different parts of the evaluation. Teachers achieve better instructional methodologies and enhance student participation and improved learning results through personalized assessment strategies which plan purposeful and targeted evaluations.
	"I realized that using a different evaluation method customized to every lesson is essential. Therefore, before planning, I ensure that my assessment plan aligns with the objectives of the lesson."	Participant O	
	"There are times wherein we have to choose the appropriate methods for an assessment. Now I plan my lesson well knowing that assessments during that lesson have to be proper and relevant."	Participant B	
	"From my experience, lesson-specific evaluation is vital. I constantly take time to think about what I want to set up in my lesson and try to include assessment themes related to the lesson I am doing."	Participant X	
Enhancement of Teachers' Practice by Learning from Research and Practices	"Through my school head, I need to think outside the box. I need to research the reasons behind a specific issue and how to solve it for the good of my students.". So I started researching".	Participant S	The responses emphasize the research which plays an essential role in improving classroom teaching methods according to these responses. Through inquiry practices and critical thinking participants confirm their ability to resolve classroom issues while developing better teaching approaches to advance student educational outcomes. Teachers perceive research as an essential tool because their school heads support its implementation to develop innovative problem-solving methods that create better and knowledgeable teaching approaches.
	"I totally agree with Participant S. My school head challenged me to think outside the box and do research and discover what fails in my classroom, and effective solutions followed for my learners."	Participant X	
	"As Participant S has aptly put it, "I learned how to think outside the box and use research to solve classroom problems. Doing research helped me find ways and solving problems to benefit learners."	Participant A	
	"Participant S made a pertinent point. With the guidance of my school head, I was encouraged to research as a tool to get to the bottom of problems and find the best solutions for my learners."	Participant O	
Teachers' Pedagogical Development			
Ensuring Students Grasp Whole-picture Understanding.	"Through Class observation, I need to apply Higher-Order Thinking Skills or the so-called HOTS as suggested by my observer. So today, I am employing HOTS in my lessons and found out that it was effective".	Participant D	HOTS reveals its success in boosting student ability to critically think and understand information better. The participants explain that teaching HOTS material enhances classroom participation and improves students' analytical abilities while building their evaluation capacities. Various participants understand HOTS to be critical because it supports deep learning development in students.
	"I even agree with Participant D. After class observation, I realized the importance of putting some HOTS in my teaching. Applying HOTS in my lessons has proven to be effective. "	Participant Q	
	"Just like with Participant D, what I learned to distinguish from my class observations is the fact that using HOTS in my classes help to prompt the students more deeply. Since trying this for them, I have noticed big improvements in their critical thinking abilities.	Participant B	
	"I support what D stated. Since this has been my key takeaway and I continued using the Higher-Order Thinking Skills in my classroom, I have seen the positive analysis, evaluation, and applying skills for the students."	Participant F	
High standards in advanced complex student understanding.	"I came to realize that valuable insights should be given to the students to address the diverse needs of my students".	Participant O	Standard-maintenance goals exist to cater for the distinctive requirements of all learners. People emphasize the value of using measurable and

	"Measurable insights are what is needed so that the different needs are met and each learner's journey of learning can be supported."	Participant L	differentiated insights to achieve inclusive understanding and solid learning results. All participants understand that personalized teaching techniques enable better complex learning outcomes and the development of a supportive classroom environment.
	"I agree with Participant O. Sustaining differentiated insights has helped me better the kinds of needs of my students, thus creating a more inclusive and responsive classroom environment."	Participant U	
Clear Feedback on Student Performance Standards:	"Parents must know the feedback about their child's performance in school helped in addressing issues as early as possible".	Participant Q	The responses demonstrate why parents need straightforward performance reports from their children. Participating students maintain that bringing awareness of issues to parents at an early stage enables prompt issue resolution and better development and academic achievement. All participants emphasize that multi-directional communication must remain constant to resolve issues immediately so students receive the help they need for success.
	"I agree with Participant Q. This approach allows us to deal with any concern at an early stage that, hopefully, will benefit the student's overall progress."	Participant G	
	"Like Participant Q, I feel that by giving the parents a note on the child's performance, issues get addressed in time to produce better outcomes for the student."	Participant W	
	"I think I might tend to agree with Participant Q's statement. Communication with a parent must constantly be constant regarding the child's observance. In this way, problems may easily be solved, and the development of the student will be supported."	Participant I	

Conclusion

The findings showed the importance for educational policy and school management about class observations' influence on teachers' development. There is an argument for policies that permit continuous teacher improvement, supportive climates in schools, and student-centered strategies when positive effects on personal, professional, and pedagogical growth are observed. To operationalize these findings, schools and policymakers can institute scheduled, cyclic class observations to facilitate reflective practice and professional development. Policies should also direct professional development based on observational feedback; this will allow teachers to develop targeted skills in areas such as content presentation, assessment, and strategies to better meet the needs unique to a particular classroom. Social support programs, such as stress management workshops and relationship building, are also vital in making classrooms that are inclusive and responsive. Implementing a more structured observation and feedback system, promoting collaborative learning, and professional reflection within schools are some recommendations to be made. Additionally, there should be specific feedback regarding teachers' improvement behaviors across personal, professional, and pedagogical domains. Developmental priorities could be set using data-driven insights so teachers may align instructional strategies and cultivate inclusive practices to meet the diverse needs of students. Training on the execution of HOTS and standards-based feedback regarding clear expectations would improve performance and better achievements for students. Together, policies and recommendations create a baseline that enhances teacher development, a friendly classroom environment, and high standards in teaching and learning. Long-term studies in

class observation should focus on its long-term impact on teachers' development through longitudinal studies that may capture sustained benefits over time. Moreover, examining such changes in teachers' practices through feedback based on observation influence student outcomes—such as engagement, achievement, and social well-being—would clarify the relationship between teacher improvement and student success. Furthermore, studies may be conducted to ascertain the variation of class observation effects based on educational context, grade levels, subjects, and types of schools that would inform ways of adapting observation and feedback approaches to maximize teacher growth in specific settings.

Finally, the study points out two main limitations caused by the small participant group of 24 participants who took part in the study. Although their number was sufficient for qualitative research but prevented the findings from applying beyond the specific study context. Observation bias negatively affected results when evaluators were present because teachers changed their behavior potentially due to the Hawthorne Effect. The collected self-reported data contains subjective biases since personal evaluations replace standardized metrics when determining professional and pedagogical advancement. Teaching effectiveness remains challenging to establish through cause-and-effect relationships because performance metrics remain without quantitative measurement. The field needs further studies which track how classroom observations influence teacher growth together with student achievement patterns over time and analyze how several observation methods impact these areas of development. Adding quantitative analysis methods to current qualitative assessment techniques would build up triangulation methods to deliver better observation-based teacher development tracking. An analysis of peer observation programs and mentorship systems would develop evaluation practices that support professional growth instead of punitive actions. School observations require standardized frameworks dedicated to team-based assessment combined with mentorship and continuous training instead of score-based judgments. Funding long-term research alongside constructive feedback training must be coupled with systematic observation model implementation by policymakers to transform observations from compliance mechanisms to lasting instructional improvements.

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