



Impact of Classroom Observation Tool (COT) on Performance of Primary School Teachers


Sumaira Munawar*, Khadija Sittar**, Gulshan Fatima Alvi***, Iqbal Hussain****

* Assistant professor, Lahore Leads University. Lahore, Pakistan. hod.education@leads.edu.pk

** Assistant professor, Lahore Leads University. Lahore, Pakistan. drkhadijasittar@leads.edu.pk

***Assistant professor, Lahore Leads University. Lahore, Pakistan. drgulshan.edu@leads.edu.pk

****MPhil scholar, Lahore Leads University, Lahore, Pakistan.

ARTICLE INFO	ABSTRACT
<p>Article history: Submitted 16.08.2023 Accepted 18.11.2023 Published 31.12.2023</p> <hr/> <p>Volume No. 10 Issue No. II ISSN (Online) 2414-8512 ISSN (Print) 2311-293X DOI:</p> <hr/> <p>Keywords: Classroom Observation Tool (COT), Teachers Performance, Students learning</p>	<p><i>The main aim of the study was to identify the Effect of Classroom Observation Tool (COT) on Teachers Performance. The main objectives of the study were to find the difference in Classroom Observation Tool (COT) on teachers' performance regarding demographic variable (gender, qualification, experience). Data was collected through survey method and study was quantitative in nature. The population of the study were consisted all public elementary Schools in district Nankana Sahib. From total population of District Nankana Sahib Tehsil Sangla Hill was selected as sample of the study. Male Elementary Education Wing was selected randomly. The sample was selected using a random sampling procedure. As a sample for the study, teachers from District Nankana Sahib were chosen. 300 elementary school teachers were chosen as the study's sample. Data were gathered using a questionnaire that was self-developed. The questionnaire had two sections, first part was consisted on demographic variables and second part was consisted while classroom observations and instructor performances. The SPSS (Statistical Packages for Social Sciences) programme was used to analyse the data. The independent samples t- test and one way ANOVA was applied to find the difference among demographic variables.</i></p> 

Introduction

The Classroom Observation Tool (COT) is being used to examine and enhance the teaching quality of hundreds of thousands of Primary School Teachers (PSTs) across Punjab. This is an app-based tool that keeps data forever and appears to show that ongoing improvement is taking place. PSTs are an important aspect of the school education system, and the Classroom Observation Tool (COT) is a computerized method for PST mentorship. It has increased the usefulness of interactions between teachers and authorities. It allows for immediate feedback and response (Adhikari, 2009).

Our instructor refused to embrace mentorship, and there was a strong stir in the early 2000s and subsequently towards the 2007 Continuous Professional Development (CPD) framework of activities. Mentoring arrangements have now been created at their schools. A teacher has a significant impact on a student's progress in an educational system. It is widely held that educational systems are only as good as the instructors who make them up. However, research has consistently demonstrated that, while instructors are critical in advancing students' success, there is significant diversity in their effect on predicted results. This variability is also personal to the traditional quantitative measures of teacher quality (Awasthi, 2003).

According to Ochieng and Borg (2011), who studied the impact of senior observation and monitoring on language apprentice teachers in Kenya, the observation was brief and disorganised, and the feedback provided to pupil teachers was mostly their evaluation and directions, with a focus on pedagogy rather than subject-specific teaching techniques. In a different study, it was shown that instructional monitoring aids teachers in preserving order in secondary public schools (Ramzan et al., 2021; Weli & Bako-Osu, 2019). An essential component of every learning environment is classroom observation. Throughout a teacher's career, administrators will frequently observe them as part of normal monitoring or as part of formal supervision. A constructive criticism framework for assessing instructors' performance and assisting them in improvement may be provided via classroom observation. They can occasionally produce tension and cast doubt on the observer's faith. Classroom observations are beneficial to certain instructors as a training tool, professional support, mentoring technique, and technical aid. 2020 (Barrogo). Lopez (2016) observed that teaching success is not a natural talent, but rather the consequence of hard work and dedication. According to Stronge and Tucker (2003), educational reform attempts will fail in the absence of an evaluation mechanism. Similarly, Cruickshank and Haefele (2001) said that an effective assessment system may enhance efficient performance requirements while also increasing employee satisfaction. According to Asio and Riego de Dios (2019), a classroom observation instrument based on a set of competence requirements should be developed to investigate.

Every classroom includes classroom observations. Throughout a teacher's career, observations take place as either part of regular administrative monitoring or as part of supervision. One benefit of classroom observation is that it provides a constructive critical framework for evaluating one's practise, developing skills, and increasing capacities (Carter & Nunan, 2001; Waheed et al., 2022). At worst, they may stir up conflict and raise doubts about the observer's beliefs. As it fills in the knowledge gap for novices in the complex facets of learning and teaching, classroom observation can be used as a training method and a supportive service for educators who use systematic planning, observation, and in-depth analysis of real-world teaching performances. Chieng and Borg (2011) found that teacher educators' observation and supervision of English language student teachers' practica in Kenya was brief and uncoordinated, and that the feedback student teachers received was primarily evaluative, directive, and subject-specific pedagogy-focused. In a virtually identical research, instructional monitoring improved instructors' ability to enforce classroom discipline in senior secondary public schools (Weli & Bako-Osu, 2019). Student teachers' main concerns during the practicum were to impress their mentors and get a passing grade, which limited the amount of pedagogical reasoning they learnt (Brown, 1994). Lopez (2016) found that teaching excellence is not a genetically endowed power but rather the result of meticulous and motivated performance in a study in which 45 teachers participated to ascertain the relationship between classroom supervisory practises and teacher effectiveness as perceived by secondary teachers. The effectiveness of teachers is improved and increased via the use of suitable teaching instruments. Learning which resources to utilise and how to instruct others to use them requires practise. Classroom management is an essential part of education, and teachers can use management strategies to boost their students' academic performance (Carter & Nunan, 2001; Raza et al., 2023; Zaman et al., 2022). Although monitoring is an important step in the ongoing effort to enhance teaching and learning methods. It serves as a means of professional development, a morale booster, and efficient instruction. Republic Act 10533, sometimes referred to as the K–12 Law, stipulates that one of the requirements for guaranteeing competent education in the Philippines is classroom monitoring. According to Section 14 of the legislation, the Department of Education (DepEd) is required to provide a comprehensive report on various aspects of implementation, such as the well-being of teachers and their training requirements, which could be evaluated through the observation of teachers in their classrooms. Feedback is a valuable source of information for continuous improvement and enables for the sharing of ideas and expertise (Harmer, 2008; Raza et al., 2021). Classroom observations are recognised by several names depending on the country and, in certain situations, the institution involved.

Objectives of the study

Objectives of the study were to:

1. find the difference in Classroom Observation Tool (COT) on teachers' performance regarding demographic variable (gender, qualification, experience).

Research Method and Procedure

According to a review of the literature, a research on the impact of the classroom observation tool (cot) on teachers' performance in the district of Nankana Sahib was required. Surveys were used to gather the data, and the study was quantitative in nature. In descriptive research, demographic characteristics are being examined. All public elementary schools in the district of Nankana Sahib made up the study's sample. Elementary Education Wing was chosen at random from among all residents of District Nankana Sahib Tehsil

Sangla Hill. The sample was selected using a random sampling procedure. Teachers from elementary schools in District Nankana Sahib were chosen as a sample for the study. 300 instructors were chosen as the study's sample.

Instrumentation

Data were gathered using a questionnaire that was self-developed. The questionnaire had two sections. Demographic factors (gender, education, and experience) made up the first half of the study, while classroom observations and instructor performances made up the second.

Data Analysis

The SPSS (Statistical Packages for Social Sciences) programme was used to analyse the data. The independent samples t-test was employed in inferential statistics to determine the significance of the difference between demographic variables (gender). To examine the differences between demographic factors (experience and qualification), one-way ANOVA was used.

Results

Table 1

Independent sample t test identifies the difference between male and female elementary school teachers regarding classroom observation tool (COT)

Gender	N	Mean	Std. Deviation	df	T	Sign.
Male	125	54.3200	7.13307	299	2.431	.004
Female	175	51.9429	9.11971			

Table shows that Independent sample t test identifies the difference between male and female of elementary school teachers regarding classroom observation tool. There was significant difference between male ($M=54.3200$, $SD=7.13307$) and female ($M=51.9429$, $SD=9.11971$), $t=2.431$, $p=.004$. it shows that there was significant difference among male and female elementary school students regarding classroom observation tools.

Table 2

Independent sample t test identifies the difference between male and female elementary school teachers regarding teachers' performance

Gender	N	Mean	Std. Deviation	df	T	Sign.
Male	125	92.1680	11.87213	299	2.129	.031
Female	175	88.9714	13.45594			

Table shows that Independent sample t test identifies the difference between male and female of elementary school teachers regarding teachers' performance. There was significant difference between male ($M=92.1680$, $SD=11.87213$) and female ($M=88.9714$, $SD=13.45594$), $t=2.129$, $p=.031$. it shows that there was significant difference among male and female elementary school students regarding teachers' performance.

Table 3

One-way ANOVA identifies the difference of elementary school teachers regarding classroom observation tool on the bases of qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.709	38	.571	.986	.498
Within Groups	151.207	261	.579		
Total	172.917	299			

Table shows the One-way ANOVA identifies the difference of elementary school teachers regarding classroom observation tool on the bases of qualification. According to the findings, there was no significant difference in the classroom observation tool based on the student's degree (B.A./B.Sc., M.A./MSc., Mphil., PhD). On the basis of qualifying, it is considered that there was no appreciable change in the classroom observation instrument.

Table 4

One-way ANOVA identifies the difference of elementary school teachers regarding teachers' performance on the bases of qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39.984	56	.714	1.305	.089
Within Groups	132.933	243	.547		
Total	172.917	299			

Table shows the One-way ANOVA identifies the difference of elementary school teachers regarding teacher performance on the bases of qualification. According to the findings, there was no statistically significant difference in teacher performance based on qualification (B.A./B.Sc., M.A./MSc., Mphil., PhD). Conclusion: There was no discernible difference in teachers' performance based on their credentials.

Table 5

One-way ANOVA identifies the difference of elementary school teachers regarding classroom observation tool on the bases of experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	54.551	38	1.436	1.476	.043
Within Groups	253.835	261	.973		
Total	308.387	299			

Table shows the One-way ANOVA identifies the difference of elementary school teachers regarding their experience. The results showed that the bases of experience (less than 5 years, 6-10 years, 11-15 years, and above 16 years) had a significant difference ($df(299)=1.476$, $p=.043$). On the basis of experience, it is established that the classroom observation instrument differed significantly.

Table 6

One-way ANOVA identifies the difference of elementary school teachers regarding teachers' performance tool on the bases of experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	78.355	56	1.399	1.478	.024
Within Groups	230.032	243	.947		
Total	308.387	299			

Table shows the One-way ANOVA identifies the difference of elementary school teachers regarding their experience. Results showed that the performance of instructors varied significantly depending on their level of experience (less than 5 years, 6–10 years, 11–15 years, and more than 16 years; $df(299)=1.478$, $p=.024$). On the basis of experience, it is established that there was a significant differences in the performance of the teachers.

Discussion

The study's major goal is to examine the Effect of Classroom Observation Tool (COT) on Teachers' Performance in Nankana Sahib District. The following findings were consistent with the notion of Jimenez (2020), who stated that instructors have a positive attitude towards their profession. Furthermore, Asio, Riego de Dios, and Lapuz (2019) said in their study on professional abilities that their faculty performed very well on their rating scale, as noticed by their respondents. Furthermore, Malekshahi (2019) shown that courses seen by an outsider outperform those that do not have an observer in terms of student-teacher interaction. However, Kamotho, Adhiambo, and Mailu (2019) discovered in their research that the majority of principals do not visit classrooms on a regular basis to watch students. Elmabruk (2020) found that while supervisors were happy

with the establishment of assessment criteria, their overall performance in conducting the unobservable skills evaluation was unsatisfactory. A well-prepared teacher is well on their way to giving their students a positive educational experience. To produce engaging lessons, a lot of work and effort is required. You must be willing to put in the required work to succeed as a new instructor. When classes are taught successfully, students' comprehension improves, which leads to improved student involvement and an overall improvement in student work quality.

Furthermore, it is crucial to understand that without engaging delivery methods and classroom discipline strategies, even the most painstakingly crafted course would be useless. Every teacher should understand that they are not unconnected islands. The district's distinctiveness and educational philosophy ought to serve as a normative influence in the classroom. According to Kean University (2019), each teacher's work in the classroom must reflect the school's disciplinary policy, which must be reasonable, accountable, and meaningful. Today, observation is a reliable tool for tracking and monitoring a teacher's progress as they master their craft. When done effectively, observation may also be used to support instructors since it provides such a complete picture and permits the formulation of particular goals. Observation and criticism are extremely complex abilities that take substantial training and practice to perfect.

Halim et al. (2018) assert that in order to better understand the teaching-learning process, it is essential to observe classroom activities. In order to help teachers, improve their classroom performance, this application provides them with constructive and critical feedback on their effective teaching methods. Since interactions between instructors and students in the classroom have the potential to affect students' learning possibilities, education professionals must pay close attention to these interactions.

In order to ensure that educators are ready for the new standard classroom observation, instructors and observers agreed on a list of predetermined indicators before to the observation. An effective supervision strategy, according to a different research, entails three steps: planning the observation, carrying it out, and monitoring the results afterwards. Classroom observation is the practise of sitting in on another teacher's class and observing, learning, and communicating what is happening. Analysing and compiling specific information regarding what takes place in a classroom setting is another definition of a classroom observation. During the classroom observation process, teachers are frequently introduced to innovative teaching strategies that they were previously unaware of. As a result, observation is essential throughout a teacher's professional life and career. Another problem is that many teachers, even the most seasoned ones, seem to have no idea how they engage with individual students. To assist teachers in improving the calibre of their classroom instruction was one of the main objectives of classroom observation. Teachers can better understand how their classroom functions by conducting assessments and implementing necessary improvements. Additionally, instructors work to advance their education while being conscious of their own advantages and disadvantages (Halim et al., 2018).

Recommendation

On the bases of findings there were some recommendations:

1. To provide the best supervisory observations and suggestions, class observers such as the principal and master teachers should be well trained.
2. Schools ought to implement a follow-up strategy to improve the teaching-learning process. In-service training for teachers should cover topics including the most recent RMPS standards, video editing, and photo editing.
3. The school should set up quarterly webinars for teachers' continuing education that include a range of teaching philosophies and techniques for giving classes in this new normal.
4. The Ministry of Education and the DEO should establish rigorous policies on classroom observation at the school level.

References

- Adhikari, K. (2009). *Attitudes of English language teachers towards collaborative learning for their professional development*. An Unpublished M.Ed. Thesis, T.U. Kirtipur.
- Awasthi, J.R. (2003). Teacher education with special reference to English language teaching in Nepal. *Journal of NELTA*, 8, 17-28.
- Asio, J.M.R., & Riego de Dios, E.E. (2019). The college students' perspective on what makes an educator wellqualified. *Journal of Pedagogical Research*, 3 (3), 126-138
- Bhattra, P.R. (2012). *Practice of the mentoring for teachers, professional development*. An unpublished thesis, T.U. Kirtipur.
- Brown, H.D. (1994). *Principles of language learning and teaching*. London: Prentice Hall.
- Barrogo, S.D. (2020). Teachers' Perception of Standardized Classroom Observation Tool. *International*

- Journal of Academic Pedagogical Research (IJAPR)*, 4(7), 1-5.
- Bailey, K.(2006). *Language teacher supervision: A case study approach*. Cambridge: CUP.
- Carter, R.S. & Nunan, D. (2001) *Teaching English to speakers of other language*. Cambridge: CUP.
- Cabigao, J. R. (2021). Class Observation Post-Conference Framework for Teachers. *International Journal of Academic Multidisciplinary Research*, 5(2), 256-258.
- Harmer, J. (2008). *How to teach English*. London Pearson Longman.
- Jimenez, E.C. (2020). Emotional quotient, work attitude and teaching performance of secondary school teachers. *Journal of Pedagogical Sociology and Psychology*, 2 (1), 25-35.
- Kahneman, D. (2002). *Attention and effort*. Englewood Cliffs, NJ: Prentice-Hall.
- Segal, L., & Lehrer, M. (2012). The institutionalization of stewardship: Theory, propositions, and insights from change in Edmonton Public Schools. *Organization Studies*, 77(33), 169-201.
- Raza, M., Gilani, N. & Waheed, S. A. (2021). School leaders' perspectives on successful leadership: A mixed methods case study of a private school network in Pakistan. *Frontiers in Education*, Vol. 6, Article 656491,1-10, doi: 10.3389/educ.2021.656491. 16
- Raza, M., Waheed, S. A., Gilani, N. (2023). Digital Citizenship for Cyber Smart Students: A Framework for Schools in Pakistan. *Pakistan Journal of Social Sciences (PJSS)*, 43(1),1-8.
- Ramzan, M., Gilani, N., & Waheed, S. A. (2021). Development and Validation of Higher Secondary School Student Academic Engagement Scale (HSSSAES). *Journal of Islamic Countries Society of Statistical Sciences*, 7(4), 29-52.
- Riego de Dios, E.E. (2020). Emotional intelligence and work values of selected instructors from a teacher education institution. *International Journal of Academic Multidisciplinary Research*, 4 (5), 92-97.
- Reimers, E. (2003). *Teacher professional development an international review of the literature*. Paris : international institute for Educational planning.
- Waheed, S. A., Gilani, N., Raza, M., & Sharif, S. (2022). Understanding Students' Experiences of Lived Space in Schools: A Phenomenological Perspective. *Journal of Research and Reviews in Social Sciences Pakistan*, 5(2), 1764-1776.
- Zaman, S., Waheed, S. A., & Gilani, N. (2022). An Assessment of the Usefulness of Online Performance Evaluation Reports (PERs) in Comparison to Manual Reports in Schools. *Pakistan Journal of Educational Research*, 5(4), 321-333. <https://pjer.org/index.php/pjer/article/view/713>