Clinical Observation Approach in Promoting Instructional Competence among Public School Teachers in Calauan Sub-Office, Division of Laguna

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Abstract

This study aimed to determine the relationship of clinical observation approach in promoting instructional competence among public school teachers in Calauan District.

This study utilized the descriptive-correlation research. The respondents are composed of the one hundred twenty eight (128) public school teachers in Calauan District for the school year 2022-2023 and the total enumeration was employed in selecting the respondents of the study.

The study found that teachers were highly competent in instructional delivery in terms of content knowledge and pedagogy. Similarly, they were highly competent in formative assessment in terms of differentiation and creativity. Finally, teachers found highly competent in using positive discipline and structuring.

The use of clinical observation approach in the schools was found to be significantly and positively related with the teacher's competence in instructional delivery, formative assessment, and classroom management. Results implied that when school heads employ clinical approach in observing classes, they also promote their teachers' competence.

Based on the above findings the following recommendations are set forth:
Teachers can incorporate the study's insights into their professional development programs. They can engage in workshops or training sessions that focus on clinical observation techniques, helping them develop a more objective and comprehensive understanding of their teaching practices. The study's findings can also facilitate collaborative discussions among teachers. Educators can share and discuss the observations and recommendations outlined in the study, exchanging ideas and strategies for effective teaching practices. This collaboration can lead to a more supportive and professional learning community.

Principals are encouraged to develop a more objective and evidence-based approach to assessing teaching effectiveness. By using a clinical approach, principals can focus on observable evidence rather than relying solely on subjective judgments. By adopting a clinical approach to class observations, principals can foster a culture of trust and collaboration among teachers. The study's findings can guide principals on how to create a non-threatening environment where teachers feel comfortable sharing their challenges and seeking assistance.

Education supervisors may provide more targeted and constructive feedback to teachers. The study's findings offer specific recommendations on how supervisors can deliver feedback effectively, facilitate reflective discussions, and support teachers in their professional growth. They may utilize this information to design targeted training programs or workshops that address specific instructional practices or areas of concern identified in the study. This can contribute continuous improvement and on-going professional growth among teachers.

Curriculum chief may refine observation protocols, teacher evaluation systems and professional development programs, ultimately improving the quality of education.

Future researchers may build upon the theoretical advancements and explore related areas of inquiry to deepen the understanding of classroom observation practices and their impact on teaching and learning.

Background of the Study

Since the issuance of the Philippine Professional Standards for Teachers (PPST), teachers have been preparing for different objectives during class observations. The gradual introduction of different indicators helped and the focus on things that are only essential was really expected to ease the burden. Through DepEd Order no. 42 s. 2017, it was expected that quality teaching would be ensured for it is primarily required to attain quality learning. Through this, the Department of Education also committed to support teachers.

The standards have been integrated to the results-based performance management system and the individual performance commitment and review form for teachers. The IPCRF is based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies. Competencies are monitored for developmental purposes.

One measure adopted in enforcing PPST, RPMS, and IPCRF is class observation. In school year 2021-2022, the alternative classroom observations for RPMS were considered due to the absence of or limited capacity for face-to-face learning. The selection of alternative classroom observation depended on the adopted Learning Delivery Modality (LDM) of the schools. There were (2) classroom observations for the entire school year. Hence, ratees were expected to submit 2 classroom observation tool (COT) rating sheets/inter-observer agreement forms as MOV for objectives that require such (i.e., Objectives 1, 3, 4, 5, 6, 9 and 10).

While the system of class observation and performance review was good, there were teachers who shared disappointments due to the lack of assistance they received. During the researcher's informal conversations with other teachers, the latter expressed sadness for receiving low grades without even receiving inputs as to how they could improve their scores.

There were also stories of teachers receiving poor grades in the IPCRF despite high scores in the COT rating sheets and inter-agreement forms.

Issues informally raised gave rise to the idea of looking into the ideal practice of holding class observations. Revisiting the manual, the researcher noted that pre-class observation may be conducted and teachers should submit a pre-observation checklist of indicators to be observed. However, it does not happen for number of reasons such as time constraints due to overlapping tasks of both observers and teachers. Another thing was the supposedly conduct of post-conferences which according to some are not also taking place for the same reason.

If this continues to happen, the very essence of performance enhancement would be all in vain. This scenario made evident the claim of Hudson et al. (2019) that the success or failure of programs depends more on the implementation process than on the policies themselves. Thus, this study was conceptualized to describe the use of clinical observation (pre-observation, during observation, and post-observation) approach in classroom observations in public schools. It also looked into the instructional competence of teachers and tested whether the two were correlated.

Theoretical/Conceptual Framework

This study is primarily anchored to Farndon's (2019) Instructional Coaching Model. This approach states that instructional coaching of teachers aims to fulfill a similar purpose. Coaches monitor lessons and pick the area they believe will help the teacher's practice the most. Then they determine how the teacher can get better at this, coming up with small, doable measures. Additionally, instructional coaching differs from more conventional coaching models where the coach poses a series of open-ended inquiries in an effort to elicit the practitioner's pre-existing response. The premise behind instructional coaching is that there will be some areas where the teacher receiving coaching is more inexperienced, and that the coach, who is more experienced, will be able to help them improve.

Another theory that served as foundation of this study is Guerriero and Révai's (2017) Conceptual Framework for Teacher's Competence. Opportunities for learning will change instructors' material and pedagogical knowledge as well as their affective motivating competencies and beliefs, according to this approach. Subject knowledge, knowledge of teaching, and knowledge of learning, including knowledge of teaching and learning processes specific to the subject and general teaching, are the three distinct categories of content and pedagogical knowledge, according to Guerriero and Revai, who mention the work of Shulman (1986, 1987). According to Guerriero and Revai (2017), teachers' beliefs about their subject area, about teaching and learning, as well as their perceptions of teaching and of the profession, are all included in their affective motivational competences. They also include motivation for goal orientation, achievement motivation, and career choice motivation.

Teacher competence, defined as "the ability to handle complex demands in a particular situation by mobilizing diverse psychosocial (cognitive, functional, personal, and ethical) resources," is not merely the sum of a teacher's knowledge, motivational competencies, and beliefs (Guerriero and Revai, p.261). Teachers must therefore be able to use their knowledge and experience to respond quickly to what they observe in the classroom and in other situations.

The study is further guided by the Theory Z of Supervision. Employee involvement in the supervision process is part of Theory Z. It encourages managers and firm owners to share responsibility with employees and to care about all of Maslow's wants, rather than just a few of them as theories X and Y are prone to do (Bradley, 2022).

It is comparable to the participatory leadership style, which is founded on the idea of high trust and low fear. The team has several opportunities to participate in creating organizational objectives and collaborate on setting goals under the supervision of a participatory manager. Ismail (2021) explained that a participative leader is one that listens to their team members and includes them in the decision- making process. It necessitates an open-minded perspective, effective communication abilities, and the willingness to share power.

In the context of this study, the researcher holds that class observations should create a participative environment. Teachers may be placed in a situation where in they are not to be judged to be of aid in the improvement of the art of teaching. Moreover, participation should be made clear from the start. Jointly, the observer and the teacher should discuss why and how observation will happen. From this point of departure, teachers could teach more comfortably even when someone is watching.

Moreover, the current study adheres to the argument of Duffy (2021). It is understandable that a culture of defensiveness, protection, and privacy emerges if the sole reason a teacher invites an observer to her classroom is for evaluation purposes. When someone finally observes her lesson after many months or even years of no one discussing it with her, it becomes a crucial moment. She might receive her performance evaluation for the academic year based on just one incident. Cultures of learning are not created by a single teacher being observed; rather, they are created by constant shared public learning, in which teachers take part in both giving and receiving feedback, and which changes the atmosphere of the entire school into one in which improvement through observation and sharing is eagerly anticipated.

Table 1. Results between Instructional Leaders' Perception on the Use of Clinical Observation Approach and Teachers' Instructional Delivery

Clinical Observation		Instructional Delivery	
		Content Knowledge	Pedagogy
Pre-Observation	-Informing	.627**	.556**
	-Preparing	.558**	.610**
	-Discussing	.546**	.541**
During Observation	- Use of Appropriate Tools	.643**	.537**
	- Encouraging Atmosphere	.640**	.600**
	- Supportive Actions	.503**	.529**
Post-Observation	- Use of Participative Style	.474**	.521**
	- Focus on Key Results Areas (KRAs)	.641**	.652**
	- Use of Constructive Criticism	.535**	.597**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows the results of correlational test run to determine if a significant relationship exists between the use of clinical observation approach and teachers' instructional delivery.

It was found that pre-observation was significantly correlated with instructional delivery in as respects. Informing is related to content knowledge (r=0.627) and pedagogy (0.556). The same was true with preparing (r-values = 0.558 and 0.610) and discussing (r-values = 0.546 and 0.541).

During observation was likewise significantly correlated with instructional delivery both in content knowledge and pedagogy. Use of appropriate tools was found related to both indicators of instructional delivery (r-values = 0.643 and 0.537). It was also true with promoting an encouraging atmosphere (r-values = 0.640 and 0.600) and with showing supportive actions (r-values = 0.503 and 0.529).

Finally, post-observation was also found significantly correlated with instructional delivery. Teachers' use of participative style was found related to content knowledge (r=0.474) and pedagogy (0.521). Similar findings were observed for focus on KRAs with r-values at 0.641 for content knowledge and 0.652 for pedagogy. It was also observed for the use of constructive criticism (r-values = 0.535 and -.597).

Table 2. Relationship between Instructional Leaders' Perception on the Use of Clinical Observation
Approach and Teachers' Formative Assessment

Clinical Observation		Formative Assessment	
		Differentiation	Creativity
Pre-Observation	-informing	.581**	.510**
	-preparing	.629**	.585**
	-discussing	.561**	.569**
During Observation	- Use of Appropriate Tools	.532**	.527**
	- Encouraging Atmosphere	.632**	.564**
	- Supportive Actions	.541**	.537**
Post-Observation	- Use of Participative Style	.544**	.465**
	- Focus on Key Results Areas (KRAs)	.669**	.592**
	- Use of Constructive Criticism	.569**	.485**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows the results of correlational test run to determine if a significant relationship exists between the use of clinical observation approach and teachers' competence in formative assessment.

It was found that pre-observation was significantly correlated with formative assessment in all respects. Informing is related to differentiation (r=0.581) and creativity (0.510). The same was true with preparing (r-values = 0.629 and 0.585) and discussing (r-values = 0.561 and 0.569).

During observation was likewise significantly correlated with instructional delivery both in differentiation and creativity. Use of appropriate tools was found related to both indicators of formative assessment (r-values = 0.532 and 0.52). It
was also true with promoting an encouraging atmosphere (r-values = 0.632 and 0.564) and with showing supportive actions (r-values = 0.541 and 0.537).

Finally, post-observation was also found significantly correlated with formative assessment. Teachers' use of participative style was found related to differentiation (r=0.544) and pedagogy (0.465). Similar findings were observed for focus on KRAs with r-values at 0.669 for differentiation and 0.592 for creativity. It was also observed for the use of constructive criticism (r-values = 0.569 and 0.485).

Table 3. Relationship between Instructional Leaders' Perception on the Use of Clinical Observation
Approach and Teachers' Classroom Management

Clinical Observation		Classroom Management	
		Positive Discipline	Structuring
Pre-Observation	-informing	.616**	.556**
	-preparing	.548**	.538**
	-discussing	.515**	.514**
During Observation	- Use of Appropriate Tools	.561**	.522**
	- Encouraging Atmosphere	.659**	.530**
	- Supportive Actions	.571**	.530**
Post-Observation	- Use of Participative Style	.550**	.504**
	- Focus on Key Results Areas (KRAs)	.678**	.644**
	- Use of Constructive Criticism	.572**	.532**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the results of correlational test run to determine if a significant relationship exist
between the use of clinical observation approach and teachers' competence in classroom
management.

It was found that pre-observation was significantly correlated with classroom management in all
respects. Informing is related to positive discipline (r=0.616) and structuring (0.556).
The same was true with preparing (r-values = 0.548 and 0.538) and discussing (r-values = 0.515
and 0.514).

During observation was likewise significantly correlated with classroom management
both in positive discipline and structuring. Use of appropriate tools was found related to both
indicators of formative assessment (r-values = 0.561 and 0.522). It was also true with promoting
an encouraging atmosphere (r-values = 0.659 and 0.530) and with showing supportive actions
(r-values = 0.571 and 0.530).

Finally, post-observation was also found significantly correlated with classroom
management.Teachers' use of participative style was found related to positive discipline
(r=0.550) and structuring (0.504). Similar findings were observed for focus on KRAs
with r-values at 0.678 for positive discipline and 0.644 for structuring. It was also
observed for the use of constructive criticism (r-values = 0.572 and 0.532).

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and corresponding recommendations based on the results of the study.

Summary

This study focused on the use of clinical observation approach in promoting instructional competence among public school teachers in Calauan District. This was a descriptive-correlational design that used a self-made survey questionnaire in gathering data to one hundred twenty eight (128) respondents from thirteen (15) public elementary schools.

This study was conceptualized to describe the use of clinical observation (pre-observation, during observation, and post-observation) approach in classroom observations in public schools. It also looked into the instructional competence of teachers and tested whether the two were correlated. In order to determine the perception of the respondents towards the independent and dependent variables mentioned above the Descriptive statistics such as mean and standard deviation was used.

To determine the significant of clinical observation approach and the instructional competence of teachers the Pearson-r Coefficient Correlation as testing its significance at the 0.01 level (2-tailed) was used.

Summary of Findings

The salient findings of the study are summarized as follows:

1. There were almost equal number of teachers belonging to early (31 to 40 y.o.) and late adulthood (41 y.o. and above) comprising 36.40 percent for the former and 32.70 percent for the latter. The sample was also female and married dominated. Majority of them have masteral units and masteral degree holders. However, majority of them were still occupying Teacher I positions. This perhaps due to their experiences which were falling between 1 to 10 years.

2. Pre-observation activities were highly practiced in the schools in terms of informing (M=3.69), preparing (M=3.63), and discussing (M=3.64). The same was true for during observation activities in terms of using appropriate tools (M=3.72), encouraging atmosphere (M=3.69), and supportive actions (M=3.56). Post-observation activities were also highly practiced in terms of participative style (M=3.63), focus on key results areas (M=3.66), and constructive criticism (M=3.65).

3. Teachers were found highly competent in instructional delivery in terms of content knowledge (M=3.75) and pedagogy (M=3.73). Similarly, they were highly competent in formative assessment in terms of differentiation (M=3.69) and creativity (M=3.69). Finally, teachers found highly competent in using positive discipline (M=3.71) and structuring (M=3.72).

4. The use of clinical observation approach in the schools was found to be significantly and positively related with the teacher's competence in instructional delivery, formative assessment, and classroom management. Results implied that when school heads employ clinical approach in observing classes, they also promote their teachers' competence.

Conclusions

Based on the gathered data in the study the following conclusions are formulated:

The null hypothesis that there is no significant relationship between the instructional leaders' use of clinical observation approach and the teachers' instructional competence was not sustained.

Recommendations

Based on the findings of the study the following recommendations are offered:

1. Teachers can incorporate the study's insights into their professional development programs. They can engage in workshops or training sessions that focus on clinical observation techniques, helping them develop a more objective and comprehensive understanding of their teaching practices. The study's findings can also facilitate collaborative discussions among teachers. Educators can share and discuss the observations and recommendations outlined in the study, exchanging ideas and strategies for effective teaching practices. This collaboration can lead to a more supportive and professional learning community.

2. Principals are encouraged to develop a more objective and evidence-based approach to assessing teaching effectiveness. By using a clinical approach, principals can focus on observable evidence rather than relying solely on subjective judgments. By adopting a clinical approach to class observations, principals can foster a culture of trust and collaboration among teachers. The study's findings can guide principals on how to create a non-threatening environment where teachers feel comfortable sharing their challenges and seeking assistance.

3. Education Supervisors may provide more targeted and constructive feedback to teachers. The study's findings offer specific recommendations on how supervisors can deliver feedback effectively, facilitate reflective discussions, and support teachers in their professional growth. They may utilize this information to design targeted training programs or workshops that address specific instructional practices or areas of concern identified in the study. This can contribute to continuous improvement and on-going professional growth among teachers.

4. Curriculum Chief may refine observation protocols, teacher evaluation systems, and professional development programs, ultimately improving the quality of education.

5. Future researchers may build upon the theoretical advancements and explore related areas of inquiry to deepen the understanding of classroom observation practices and their impact on teaching and learning.

Acknowledgements

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