

CHAPTER 4

FINDINGS

4.1 Introduction

The purpose of this study was to explore the perceptions of ELC teachers and administrators about the classroom observation process at Ibra College of Technology and gain a better understanding of current concepts and practices at the English Language Centre. The study also aimed to determine the type of competencies that observers need to improve the practice of the classroom observation process, and finally aimed to identify the most important changes that occurred after the intervention. In this regard, a mixed-method case study was used that combined quantitative and qualitative data which included questionnaires, semi-structured interviews, and observation conferences to complement each other and help clarify through a comparison and contrast process. This also allowed to give a more balanced weight to both types of data.

This chapter first presents demographic information of the participants, namely: the teachers and the administrators. The results of questionnaires, semi-structured interviews, and post-observation conferences will also be presented. The data will be presented systematically according to the objectives of the research, which in this chapter is divided into two main parts. The first part will present the results of the first research question (RQ1) from which the 'Perceptions' emerged as well as the results of the second research question (RQ2) from which the 'skills and competencies' emerged. While the second part will

present the results of the third research question (RQ3), which will present the most important effects and changes that emerged after the intervention process.

4.2 Participants and Context

This study was conducted at Ibra Technical College. This college is one of seven colleges distributed in different regions of the Sultanate of Oman. These colleges operate under the umbrella of the Ministry of Manpower and are therefore linked to each other in terms of form and content. In other words, all these colleges follow the same administrative and academic policy. These colleges receive thousands of students annually in engineering, information technology, and business majors. It is worth noting here that in each of these colleges there is an English Language Centre. This centre receives all new students (first-year students) from the above-mentioned majors to raise their level of proficiency in the English language so that they can meet the requirements of the major they wish to join. A large number of English language teachers of different nationalities work in the English language Centres in all these colleges. As for the Technical College in Ibra, and specifically in the English Language Centre, where this study was conducted, there are more than eighty teachers who teach English at all levels of the foundation programme. Some of these teachers are male and some are female. Their ages range between thirty and sixty years. All these teachers are specialists in teaching English to non-native speakers. Most of them hold a master's degree in English language teaching. There are also a small number of these teachers who hold a doctorate degree. As for the administrators in the centre, they are three: the head of the centre, the head of the

evaluation department, and the head of programme planning. They are responsible for the administrative and academic workflow of the centre, such as distributing tasks and work, supervising the teaching and learning process, and implementing the classroom supervision process. These three administrators hold a master's degree in English language teaching and have varying experience in the field of English language teaching. Some of them have experience in the administrative field while others were recently promoted and appointed to work in these positions. These three administrators were the target group in the training programme for this study.

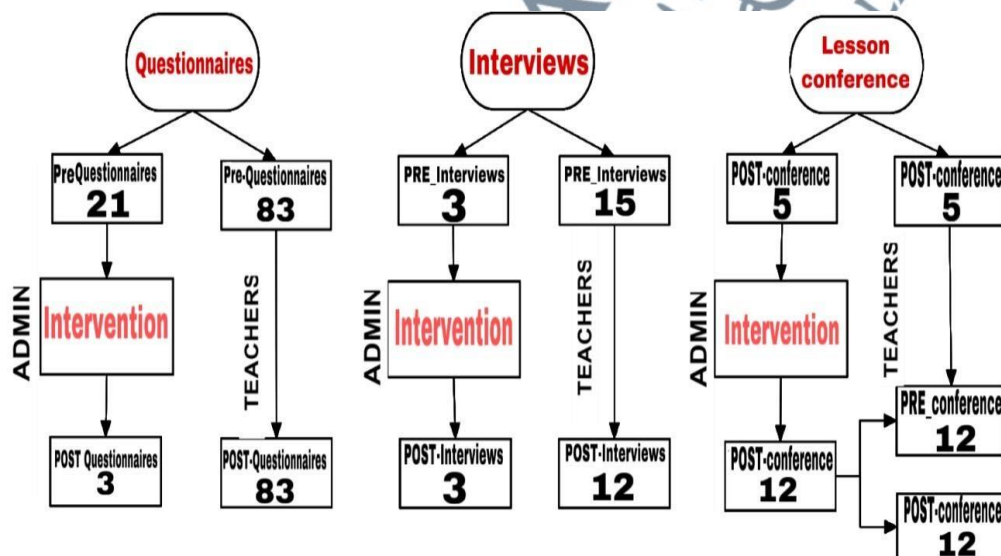


Figure 4.1 Data Collection Process

To answer the research questions, and to obtain more reliable results in this study, a mixed method of research design was taken. The quantitative data was collected using the questionnaires while the quantitative outcomes came from semi-structured interviews, and post conference recordings before and after observation. Two different versions of questionnaires and semi-structured

interviews were designed for the administrators and the teachers. Data were collected in two phases: before and after the intervention.

Table 4.1 presents the number of participants who answered the questionnaires and undertook the interview and the conferences before and after the training programme. In the pre-intervention phase, questionnaires were completed by 83 teachers from the English Language Centre of Technology, Ibra College of Technology, and 21 administrators from all seven colleges with an average of three administrators from one college. 15 teachers and 3 administrators from the English Language Centre at Ibra College of Technology participated in the semi-structured interviews. 5 pre-observation conferences were also recorded before the intervention.

Table 4. 1 Number of Participants Who Answered the Questionnaire, and Undertook the Semi-Structured Interview and Post Conferences

	Quantitative Method		Qualitative Method			
	Questionnaire		Semi-Structured Interview		Post Conference	
	<i>Before the Training Course</i>	<i>After the Training Course</i>	<i>Before the Training Course</i>	<i>After the Training Course</i>	<i>Before the Training Course</i>	<i>After the Training Course</i>
Teachers	83	83	15	12	12	12
Administrators	21	3	3	3	12	3
Total	104	86	18	15	22	15

As for the post-intervention phase, only 83 teachers and 3 administrators from the English Language Centre at Ibra College of Technology participated in the questionnaires because they were the only ones who were trained. 12 teachers

and 3 administrators also participated in the interviews. Also, 12 post-observation conferences were recorded. It is worth noting here that the pre-observation conferences were not held before the intervention, but after the intervention, they were held. So, 12 conferences were recorded of them.

4.3 Presentation of Findings

The research questions were interrelated and sequenced, as the results of the first research question about the perceptions of teachers and administrators contributed to understand the needs of the participants and design the appropriate training programme which is related to the second research question. Also, the answer to the second research question about the implementation of the training led to answer the third research question which is about the significant changes after the intervention. (See Table 4.1)

Table 4. 2 RQ1 Data Sources and Corresponding Questions

RQ: 1	What are the perceptions of the teachers and administrators on classroom observations?		
Corresponding Data Sources			
Questionnaire (Admin) Pre Qs: 3 While Q: 5,9 Post Qs: 4,10 Extra Qs: 2,3,7,8,11	Interview (Admin) Pre Qs: 1,3 While Q: 1 Post Qs: 1,5,6	Conferences (Teacher/Admin) Post observation conference	
Questionnaire (Teacher) While Qs: 1,2,3,4,5 Post Qs: 2,3,5,6,7,8,10	Interview (Teacher) Pre Qs: 1, 2, 3, 4 While Qs: 1,2 Post Qs: 1, 2,6		

Table 4.2 clearly shows the first research question related to teachers' and administrators' perceptions of the classroom observation process. It also displays all the questions that were used to answer this question, specifying the stage of each question "before the class observation stage, during the class observation stage, after the class observation stage and extra questions". Further, it presents the source for every question "questionnaires, semi-structured interviews, post-observation conferences".

The questionnaires and semi-structured interviews questions were divided and numbered into three sections regarding the actual classroom observation: Pre, While, and Post. In addition, some questions did not fit into this chronological classification and were categorised as "Extra".

RQ1 aimed to explore the perceptions of both administrators and teachers and gain a better understanding of the classroom observation process at the English Language Centre at Ibra College of Technology.

Therefore, in response to this question, quantitative data were collected using questionnaires, and qualitative data were also derived using semi-structured interviews, and post-observation conferences. The aim of using multiple sources of data was to obtain more comprehensive information from both teachers and administrators. The SPSS programme was used to handle statistical data (from questionnaires), while the NVivo programme was used to deal with qualitative data (semi-structured interviews and observation conferences). The keyword in RQ1 is the perceptions. After consolidating and analysing the data around the questionnaire and the outcome of the interviews and conferences, the quantitative and qualitative data were merged with the major findings on perceptions

summarised as follows. In general, the qualitative findings based on the interview and post-observation conferences were more dominant than the quantitative results. Such dominance was attributed to the weight of the teachers and administrators' participants whose individual values are much higher than those who answered the quantitative tool. Further, the responses of those who were interviewed were most likely similar in perceptions as compared to those who answered the questionnaire.

There were four themes under the perceptions: perceived effectiveness of the Classroom Observation Process, anxiety during and after the observation, the role of the teacher, and the role of the observer. Each theme has its subthemes as can be seen in Figure 4.2.

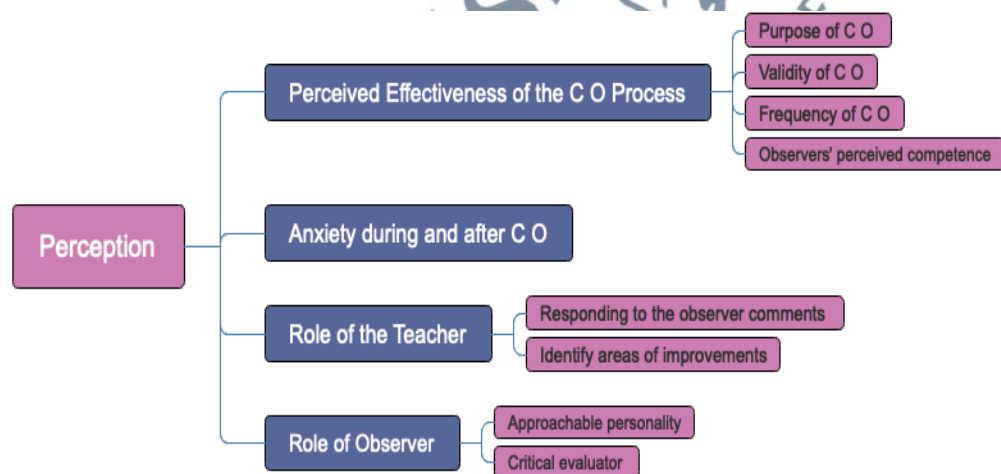


Figure 4.2 Thematic Map of Themes and Subthemes Under RQ1

Figure 4.2 shows the themes that emerged from the perceptions, namely “the perceived effectiveness of the classroom observation process, the anxiety during and after observation, the role of the observe, and the role of the observer”.

It also illustrates that sub-themes emerged from each of the main themes. Regarding the theme of the perceived effectiveness of the classroom

observation process, four sub-themes emerged from it, namely, “the purpose of the classroom observation process, the validity of the classroom observation standards, the frequency of the classroom observation process, and the observer’ perceived competencies”. Whereas “anxiety while observation and anxiety after observing” emerged from the anxiety theme. Also, the sub-themes of “responding to the observers' comments and identifying areas for improvement” emerged from the theme of the role of the observee. As for the theme of the role of the observer, the two sub-themes of the “personality approach and the critical evaluator” emerged from it.

A. Perceived Effectiveness of The Classroom Observation Process

The administrators stated that the main purpose of the observation was to discover teachers' mistakes and provide an evaluation of their performance. Teachers also confirmed this purpose in their comments which was associated with a high level of anxiety due to the serious consequences a negative evaluation could bring. In the interview, the same agreement was derived from the majority of teachers and the administrators on the main purpose of the classroom observation. Therefore, most of the participants have a similar understanding of such kind of the purpose of classroom observation.

Additionally, most teachers expressed concerns about the lack of clarity about the observation criteria. Some stated that when they were given feedback, they did not agree with the criteria for assessment. There were suggestions for clear and simple criteria to be used in classroom observations.

The results also showed that most administrators believed that one visit to the teacher’s class was not sufficient to assess his/her performance. In addition,

more than half of them disagreed that teachers should be visited based on student complaints only. The teachers' responses also supported this point as they wanted more frequent and transparent observation sessions as revealed in the interview. It was also clear in the interview comments that this was an ideal wish and in reality, there were single visits only.

Moreover, almost half of the teachers believed that the observers lacked some basic observation skills and needed to be further trained. Their comments were echoed by the administrators who admitted a need to improve their observation skills for better performance. Thus, both quantitative and qualitative responses revealed are bent towards a common understanding that administrators lacked observational skills and they must need to improve these observational skills for better performance.

B. Anxiety During and After the Observation

The findings indicated that the majority of the teachers felt anxious when they were observed or when they received feedback after an observation based on the questionnaire, the interview, and the post-conference. Anxiety was closely associated with the purpose of the observation (evaluation) and the consequences for teachers' employment (extension or termination). These responses were dominantly expressed in the interview and post-conference.

C. The Role of The Observee

The questionnaire results indicated that 81% of the administrators believed that some teachers were argumentative and difficult to convince to change teaching methods or teaching styles. However, this was not true among

the majority of teachers and administrators who responded in the interview. This perspective from the admin side revealed their expectations concerning the teachers' role which is a passive listener who would accept the feedback as factual information. Moreover, the observation process was aimed at producing observation reports for evaluation rather than a process of negotiation and professional development.

In the post-observation conferences, the teachers were mainly passive listeners as observers provided feedback. The ratio of speaking was 20% to 80% showing the dominant role of the observer during these sessions. The teachers played the role of the recipient of knowledge and the executor of the orders and instructions from the observer, as well as trying to obtain a high assessment score.

By and large, teachers are mere recipients of observers' points of view as reflected in the outcome of classroom observation.

D. The Role of the Observer

In the interview responses, the administrators all agreed that the observer should not manifest an authoritative personality during the classroom observation process. However, based on the data from post-observation conferences, administrators displayed a strong authority over the teachers with the language used, their critical feedback, instructions they gave, and lack of mutual discussion. This was confirmed by comments of the teachers in the questionnaire and the interview as they recognised the unequal power relations, they had in the observation process as a whole.

RQ1. Presentation of the Data According to Perception Themes

4.4 Perceived Effectiveness of Classroom Observation Process

4.4.1 Purpose of The Class Observation

Question PostQ3 from the teachers' questionnaire was about the purpose of the observation. A positive response showed that the teachers believed the observation was mainly for evaluation purposes. It also implied that professional development was not intended as a purpose. When the results for this question were examined in Table 4.3 and Figure 4.3, it was seen that the majority of the teachers believed that the appraisal was the motive in observations and the post-observation conference (N=45, 54%).

Table 4. 3 Frequencies and Percentages for PostQ3 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
PostQ3		
Strongly Agree	6	7.2
Agree	39	47.0
Neutral	22	26.5
Disagree	12	14.5
Strongly Disagree	4	4.8

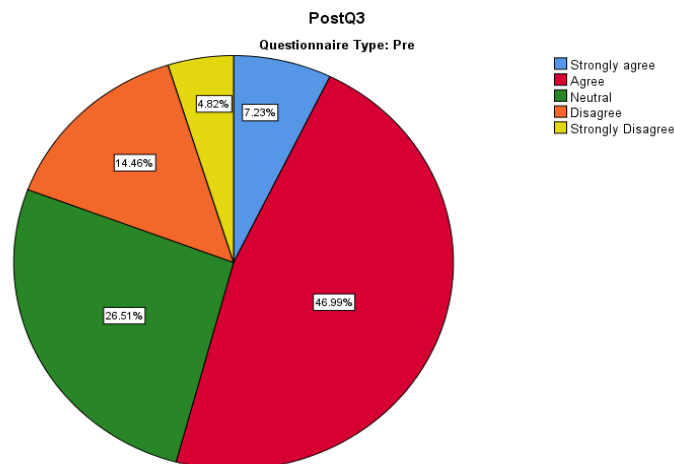


Figure 4. 1: Percentage of responses for PostQ3 in teachers' questionnaire

PostQ4: I hold a post-conference to discuss the teacher's performance and his/her performance rating.

Table 4. 4 Frequencies and Percentages for PostQ4 in Admin Questionnaires, (N=21)

Response	<i>f</i>	%
PostQ4		
Strongly Agree	2	9.5
Agree	17	81.0
Neutral	2	9.5

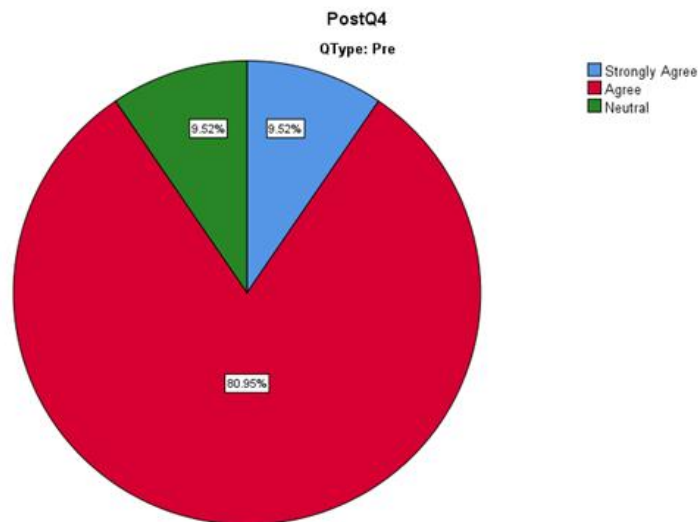


Figure 4. 2 Percentage of responses for PostQ4 in admin questionnaire

Another question in the admin questionnaire, PreQ3, was about giving teachers notification about the observation to evaluate their performance. The majority of administrators (N=13, % 52) stated that this was their practice (see Table 4.5 and Figure 4.5).

PreQ3: I notify the teacher that the main purpose of class observation is to evaluate their performance.

Table 4. 5 Frequencies and Percentages for PreQ3 in Admin Questionnaires, (N=21)

Response	<i>f</i>	%
PreQ3		
Strongly Agree	7	33.3
Agree	6	28.6
Neutral	3	14.3
Disagree	5	23.8

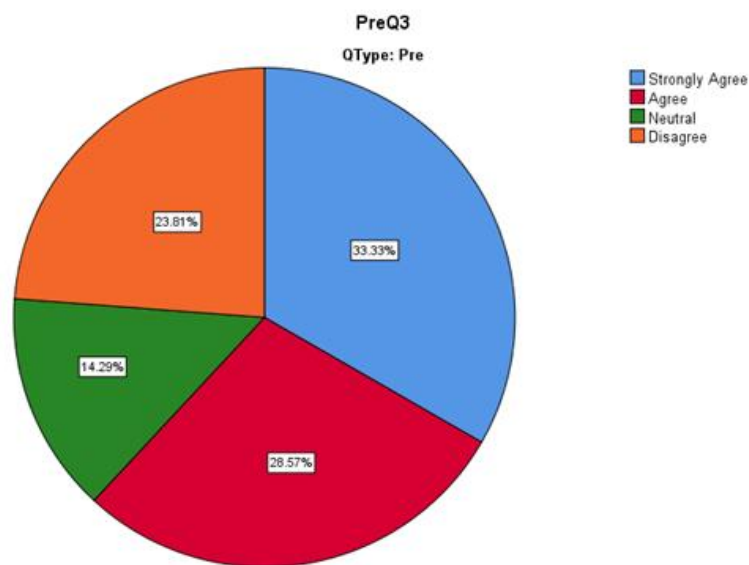


Figure 4. 3 Percentage of responses for PreQ3 in admin questionnaire

Finally, ExtraQ11 from the admin questionnaire stated that the observations were for appraisal and resulted in the renewal or the cancellation of the contract.

ExtraQ11 generally represented the overall response in the questionnaire among the administrators: We, administrators, renew or cancel teachers' contracts based on class observation results.

Table 4. 6 Frequencies and Percentages for ExtraQ11 in Admin Questionnaires, (N=21)

Response	<i>f</i>	%
ExtraQ11		
Agree	11	52.4
Neutral	7	33.3
Disagree	2	9.5
Strongly Disagree	1	4.8

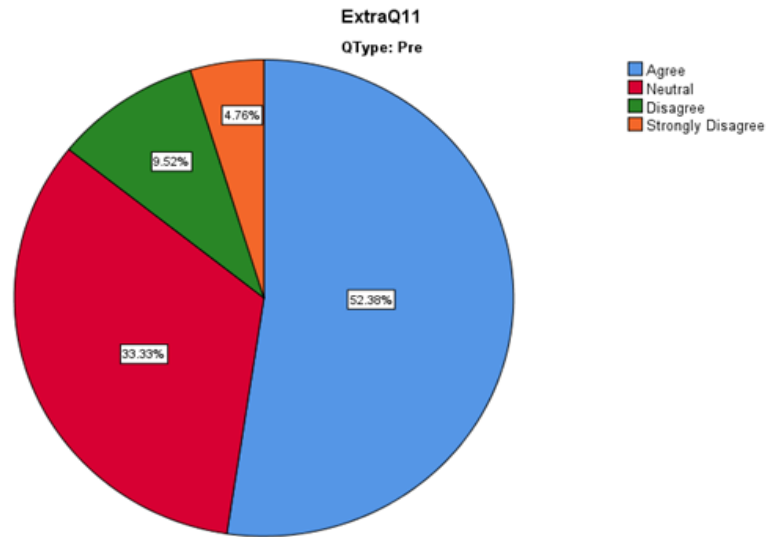


Figure 4. 4 Percentage of responses for ExtraQ11 in admin questionnaire

Likewise, concerning teachers' answers in semi-constructive interviews before the intervention, most teachers emphasised that the classroom observation process aims to assess their performance. More than 70% of teachers stated that they were dissatisfied with the observation process conducted at the Centre. The teachers justified their dissatisfaction because they felt that the main purpose of having this process in the English Language Centre was only to assess their performance and not their professional growth. Teacher 8 stated, “I didn't feel

this remark was about my professional development, it was an evaluation in one way or another [and this affects]”. Such a belief was confirmed by Teacher 11 when he was asked about his feelings when the observers visited him and said: “Frankly, I am afraid because I know that the observers come to my class to find my mistake and maybe it will affect my career so I feel anxious until I see the rate at which they will give me”.

On the other hand, four of the teachers interviewed said nothing about the purpose of the classroom observation. They only spoke that they had been visited and that things had gone well. Teacher 4: “First, I will totally do it, but in the end, I totally handed it over and I felt relieved that I had finished with the will because it was a surprise but it went well because I was well-prepared, so I was confident and full of patience, confidence and energy”.

4.4.2 Validity of Evaluation Criteria

While Q9 from the admin questionnaire is about the evaluation criteria used during observations. This question specifically aims to check if observers use them or not. A high score here indicated agreement and use of the criteria determined for evaluation whereas a low score points otherwise. It can be seen in Table 4.7 and Figure 4.7 that 57% of the respondents (N=12) agreed with this statement. However, there was still a significant percentage who disagreed (28.6%, N=6). This indicated there was a considerable number of observers who do not rely on the given criteria to evaluate teachers’ performance during observations.

WhileQ9: I depend on the evaluation criteria to evaluate teachers' performance.

Table 4. 7 Frequencies and Percentages for WhileQ9 in Admin Questionnaires, (N=21)

Response	<i>f</i>	%
WhileQ9		
Strongly Agree	2	9.5
Agree	10	47.6
Neutral	3	14.3
Disagree	5	23.8
Strongly Disagree	1	4.8

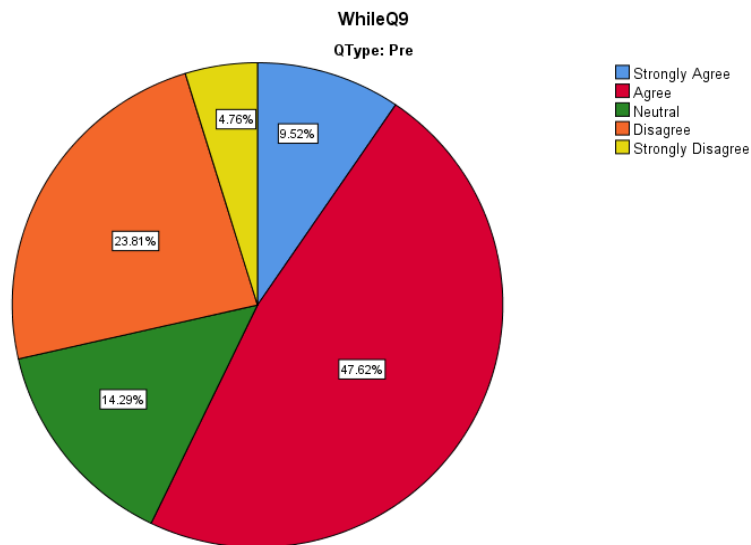


Figure 4. 5 Percentage of responses for WhileQ9 in admin questionnaire

The teachers' questionnaire items also discussed the observation criteria. One of these, PostQ6, was about the difficulty of the observation criteria. The majority of the respondents here disagreed that the criteria were too difficult (N= 47, 56.62%) whereas some stated that they were too difficult (N=14, % 16.9).

PostQ6: I think it was too difficult to meet the evaluation criteria.

Table 4. 8 Frequencies and Percentages for PostQ6 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
PostQ6		
Strongly Agree	3	3.6
Agree	11	13.3
Neutral	22	26.5
Disagree	30	36.1
Strongly Disagree	17	20.5

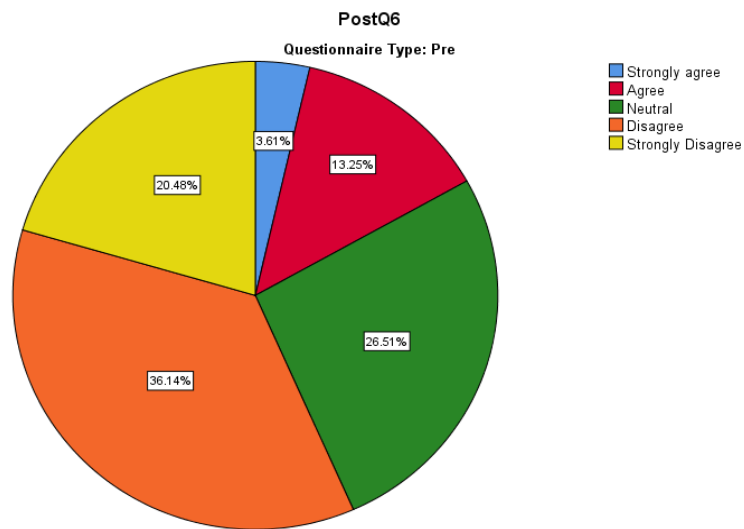


Figure 4. 6 Percentage of responses for PostQ6 in teachers' questionnaire

Failing to explain clear observation criteria leads to poor feedback in post-observation conferences and a perceived lack of effective classroom observation. For example, PosQ7 from the teacher's questionnaire asked about the usefulness of the feedback (see Table 4.9 and Figure 4.9). About 28% of the teachers (N=23) found the feedback was not applicable. There was also another 28% who disagreed with this statement (N=23). This was an indication that feedback was not consistently of good quality as the criteria were not clear in all cases.

PostQ7: Not all advice I got from the observer regarding my performance was applicable.

Table 4. 9 Frequencies and Percentages for PostQ7 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
PostQ7		
Strongly Agree	2	2.4
Agree	21	25.3
Neutral	37	44.6
Disagree	18	21.7
Strongly Disagree	5	6.0

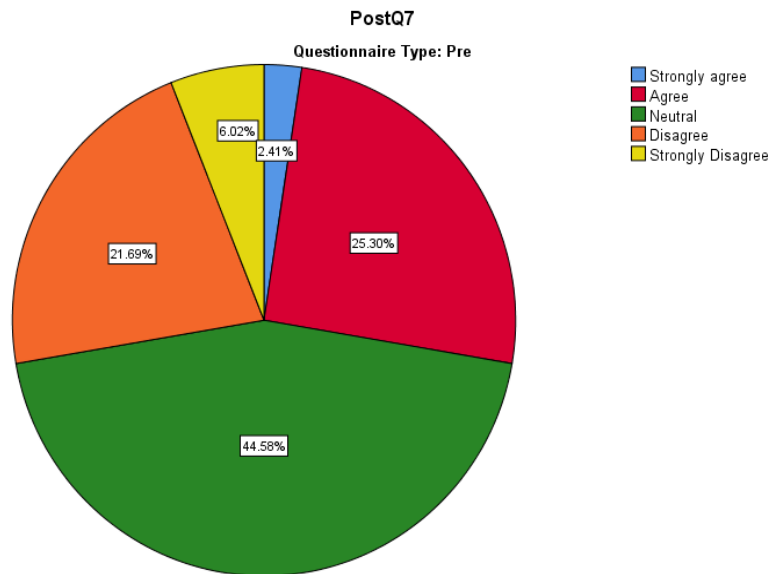


Figure 4. 7 Percentage of responses for PostQ7 in teachers' questionnaire

Moreover, perceptions about lack of effectiveness were also confirmed in PostQ8 from the teachers' questionnaire. The findings in Table 4.10 and Figure 4.10 demonstrated that about 23% (N=19) of the teachers believed they gained nothing from the post-observation conference.

PostQ8: I gained nothing from the post-conference.

Table 4. 10 Frequencies and Percentages for PostQ8 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
PostQ8		
Strongly Agree	8	9.6
Agree	11	13.3
Neutral	21	25.3
Disagree	26	31.3
Strongly Disagree	17	20.5

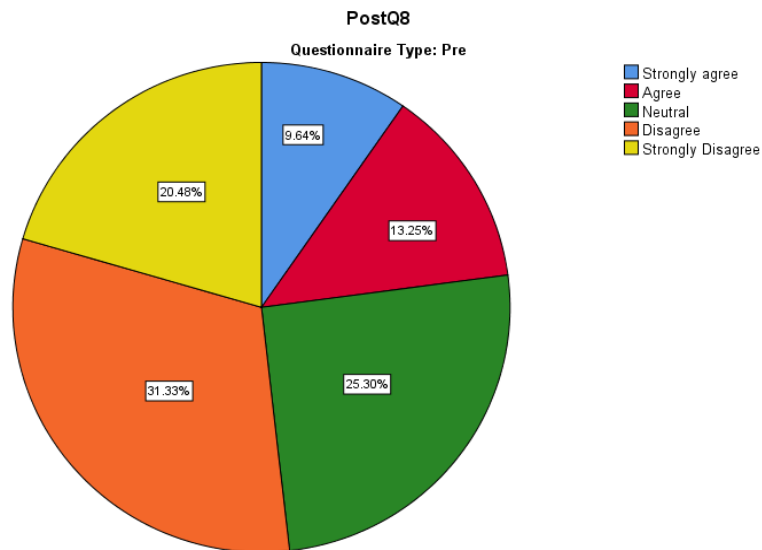


Figure 4. 8 Percentage of responses for PostQ8 in teachers' questionnaire

In their semi-structured interviews, some teachers also expressed dissatisfaction with the classroom observation process due to the standards used. Some of them claimed that the observers used checklists as an essential reference for evaluating their performance. This, from the teachers' point of view, is very difficult to achieve because the checklists contain a very large number of standards that are difficult for many teachers to meet. Teacher 11 said:

“No, I was not happy with the certain criteria because the criteria included technology and so many things because the lease requires a kind of planning. Many criteria were not getting into that, the criteria were really around 50 points to focus on. I would say not happy neutral because of the criteria not clear and the criteria influence the observer. The observer speaks based on the criteria so if you rectify the criteria, the observer has to follow the criteria again so he cannot impose anything new. So, the criteria should be I don’t know what to say we have to make it very simple”

After merging all the responses of the participants, it could be inferred that the observers need to explain the classroom observation criteria for them to come up with substantial feedback during the post-lesson conference.

4.4.3 Frequency of Observations

One other factor considered under the perceived effectiveness of the observation process was the frequency of observation visits. The relevant question that was analysed from the admin questionnaire was ExtraQ8. This question relates to the perception of an appropriate number of visits to evaluate a teacher’s performance. It is negatively worded which means a positive response here indicates more than one visit is needed for proper evaluation of performance.

When Table 4.11 and Figure 4.11 were examined, it was seen that 77% (N=16) of the respondents agreed with this statement. This revealed that for the majority of respondents, one visit was not considered sufficient and there should be consecutive visits to evaluate a teacher’s performance.

ExtraQ7: More classroom observations would allow for more accurate and useful teacher appraisal.

ExtraQ8: One visit is not enough to know about the teacher's level of performance. The results were confirmed by another question, ExtraQ7, where most of the respondents (N=19, %90.5) stated that more classroom observation visits were needed.

Table 4. 11 Frequencies and Percentages for ExtraQ8 in Admin Questionnaires, (N=21)

Response	<i>f</i>	%
ExtraQ8		
Strongly Agree	10	48
Agree	6	29
Neutral	4	19
Disagree	1	5
Strongly Disagree	0	0

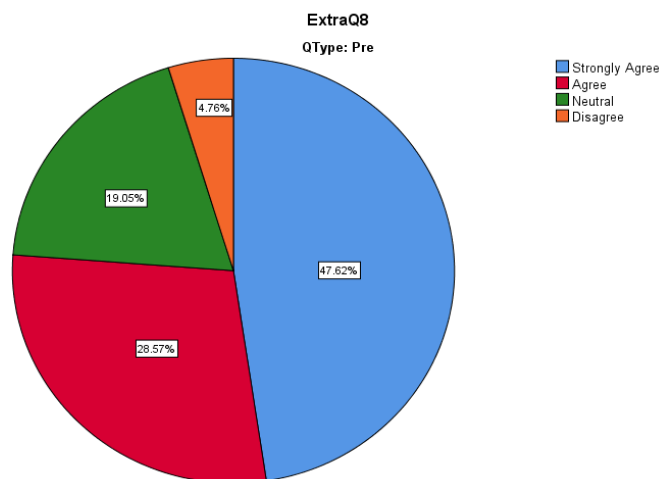


Figure 4. 9 Percentage of responses for ExtraQ8 in admin questionnaire

Table 4. 12 Frequencies and Percentages for ExtraQ7 in Admin Questionnaires, (N=21)

Response	<i>f</i>	%
ExtraQ7		
Strongly Agree	5	23.8
Agree	14	66.7
Neutral	2	9.5

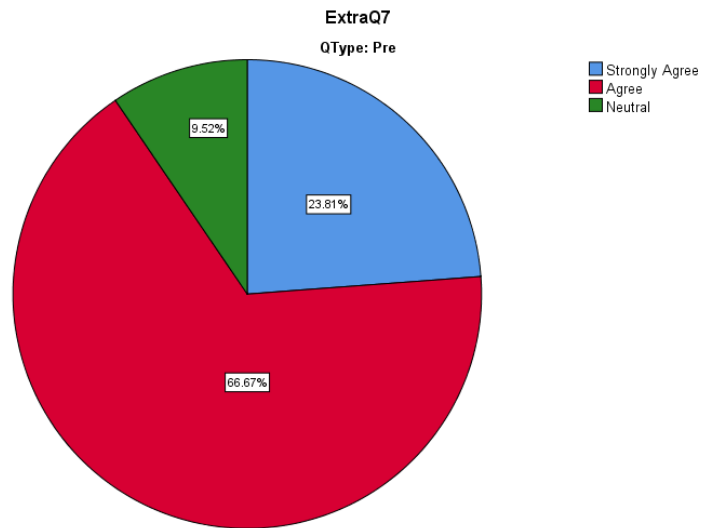


Figure 4. 10 Percentage of responses for ExtraQ7 in admin questionnaire

The findings from the admin questionnaire were compared with the teachers' questionnaire. A particular statement from the teachers' questionnaire, WhileQ5, mentioned there was only one observation visit. There was an overwhelming majority of respondents who agreed with this statement (N=59, %71.1).

WhileQ5: I was observed once.

Table 4. 13 Frequencies and Percentages for WhileQ5 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
WhileQ5		
Strongly Agree	17	20.5
Agree	42	50.6
Neutral	8	9.6
Disagree	8	9.6
Strongly Disagree	8	9.6

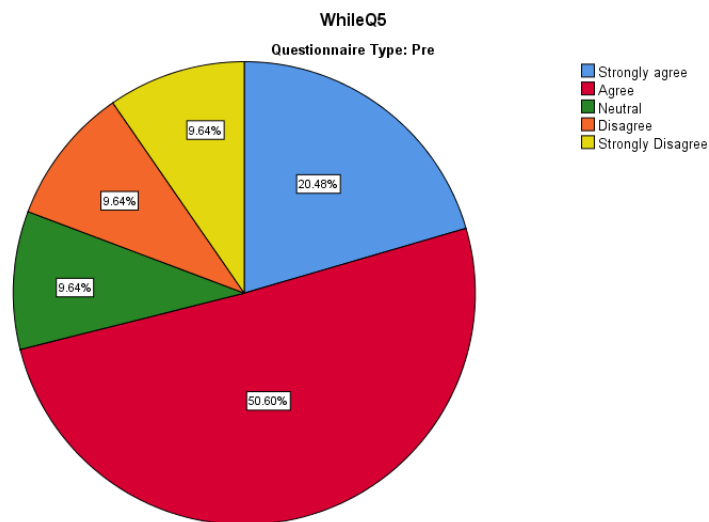


Figure 4. 11 Percentage of responses for WhileQ5 in admin questionnaire

The comparison of admin and teacher questionnaire responses highlighted the difference between the ideal situation and the reality. Although administrators perceived more than one visit was necessary, this was not applied. As a result, a single visit was to determine the fate of a teacher and this single visit could lead to termination of the contract. Moreover, the administrators also felt that the results needed to be more reliable through multiple visits.

The current practice of single visits for evaluation was also a point that teachers brought up during their interviews. This statement by Teacher 15 suggested visiting the teacher in different classes and more than once was needed.

If they can come and observe the four skills instead of observing us in one skill for example they come to different classes and in different lessons, this would allow the observers to come up with strong grounding. So, the teachers should be visited more than once so that the observers can have a clear idea about the level of the teacher and his performance.

Further, Teacher 5 mentioned that a single visit is not enough and it does not reflect the teacher's level of performance, due to different factors related to the process of teaching and learning.

I believe that the teacher knows the student better I think and Single observation does not tell the kind of the students and the kind of teacher. Actually, I think one time observation cannot determine entire classroom performance because there are so many factors like the time, the activity, the students.

Based on the questionnaire and interview, it can be inferred that the number of visits and the observers varied in both respondents.

4.4.4 Observers' Perceived Competence

PostQ10 from the Teachers' Questionnaire is about the perceived competence of the observer. The responses to this question are also varied as can be seen in Table 4.14 and Figure 4.14. Although 35% (N=29) of the respondents agreed that observers lacked some skills and needed further training, 27% of the

teachers (N=22) disagreed with this statement. Moreover, the majority of the respondents answered neutrally to this question (39%, N=32).

Table 4. 14 Frequencies and Percentages for Responses to PostQ10 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
PostQ10		
Strongly Agree	4	5
Agree	25	30
Neutral	32	39
Disagree	14	17
Strongly Disagree	8	10

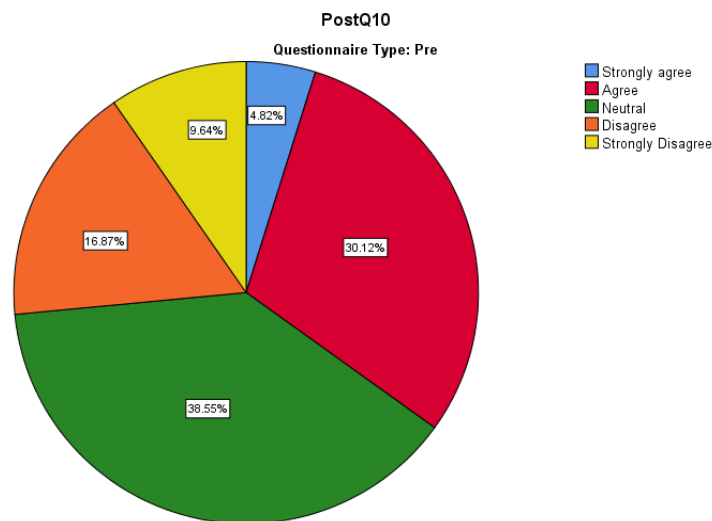


Figure 4. 12 Percentage of responses for PostQ10 in teachers' questionnaire

ExtraQ3 from the admin questionnaire was considered to determine appropriate training based on the needs of the observers. This statement is an obvious request for more training on the observation procedure. When Table 4.15 and Figure 4.15 were examined, it can be seen that there was no disagreement from the observers. The percentage of agreement (scores of 1 and 2) reached 81% (N=17).

ExtraQ3: I need to learn more about the class observation procedure.

Table 4. 15 Frequencies and Percentages for ExtraQ3 in Admin Questionnaires, (N=21)

Response	<i>f</i>	%
ExtraQ3		
Strongly Agree	10	47.6
Agree	7	33.3
Neutral	4	19.0

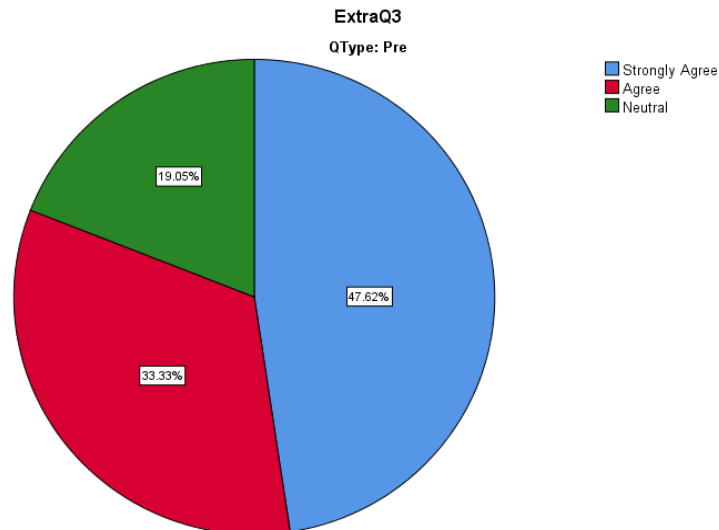


Figure 4. 13 Percentage of responses for ExtraQ3 in admin questionnaire

The need for more training was also expressed in another question from the admin questionnaire, ExtraQ2. %86 of administrators (N=18) agreed that more skills would lead to better performance in observation.

ExtraQ2: I will perform better if I gain more skills and knowledge in classroom observation.

Table 4. 16 Frequencies and Percentages for ExtraQ2 in Admin Questionnaires, (N=21)

Response	<i>f</i>	%
ExtraQ2		
Strongly Agree	7	33.3
Agree	11	52.4
Neutral	3	14.3

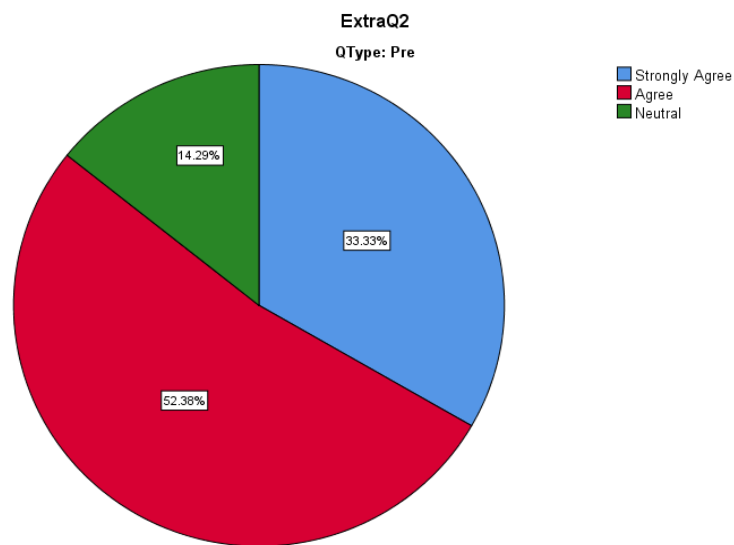


Figure 4. 14 Percentage of responses for ExtraQ2 in admin questionnaire

Some teachers expressed that their perceived lack of effectiveness of the class observation due to the observers:

Teacher 13: From my point of view and based on what experience you I think the observer I [mean] the group of observers or the committee

here must be well trained. I mean we need more training here we really need him because sometimes I feel that my colleagues being frustrated because for [them]it was a sudden thing and some of them felt like being accused that they don't work as required. Actually, some already issued warning letters and they may be terminated by the end of this semester.

In addition, some of the teachers pointed out that they would not accept the observers' feedback if the observer is not objective:

Teacher 8: Here, well ok that [all]I can say. I mean what I will say about it maybe you will not like. Because even if the person likes you and during the observation, you had good comments. I just feel like it was not done professionally.

Teacher 15 expressed similar dissatisfaction with observers' competence.

Not always because sometimes the person is not objective the person you have is not qualified. (I hope this is confidential) sometimes the person may not like you I'm they have a lot of stuff negative say [about] you so, in that case, I am not going to accept it.

Teachers 1 and 2 also expressed their dissatisfaction with the class observation process because of being observed by an individual observer and their lack of confidence in the observer.

In the interview conducted among the administrators, all of them felt the need for training so that they will gain these observational skills such as how

to conduct a pre-conference, while observation and post-conference. Parallel to their responses comes from Administrator 3.

His response greatly contributed to the researcher's inference that indeed these administrators lack the necessary skills to conduct a proper class observation process.

4.5 Anxiety During and After the Observation

The anxiety teachers experienced was reported in the questionnaire in 5 particular questions focusing on during and after the observation. These questions were WhileQ1, WhileQ2, WhileQ3, WhileQ4, and PostQ2. When the responses in Table 4.17 and Figure 4.17 were examined, it was seen that the majority of the respondents disagreed with statements related to anxiety during and after the observation. However, there was still a significant percentage for each response in the agreement group (between 20% and 37%). The highest level of anxiety was reported when observers took notes during the lesson (N=31, 37%). The low level of anxiety in the self-reported responses could be attributed to the research bias where social desirability leads to more acceptable answers rather than the actual situation. Therefore, a comparison with interview data was necessary to increase the reliability of findings under this theme.

While Q2	I lost my self-confidence when someone observed me.
While Q3	I felt nervous when I saw the observer writing during the observation process.
While Q4	Classroom observation was a threatening task for me.
Post Q2	I felt very worried when post-observation was conducted.

Table 4. 17 Frequencies and Percentages for Responses to WhileQ1 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
WhileQ1		
Strongly Agree	13	16
Agree	15	18
Neutral	10	12
Disagree	28	34
Strongly Disagree	17	20
WhileQ2		
Strongly Agree	9	10.8
Agree	10	12.0
Neutral	6	7.2
Disagree	29	34.9
Strongly Disagree	29	34.9
WhileQ3		
Strongly Agree	8	9.6
Agree	23	27.7
Neutral	9	10.8
Disagree	28	33.7
Strongly Disagree	15	18.1
WhileQ4		
Strongly Agree	7	8.4
Agree	10	12.0
Neutral	13	15.7
Disagree	26	31.3
Strongly Disagree	27	32.5
PostQ2		
Strongly Agree	10	12.0
Agree	10	12.0
Neutral	18	21.7
Disagree	30	36.1
Strongly Disagree	15	18.1

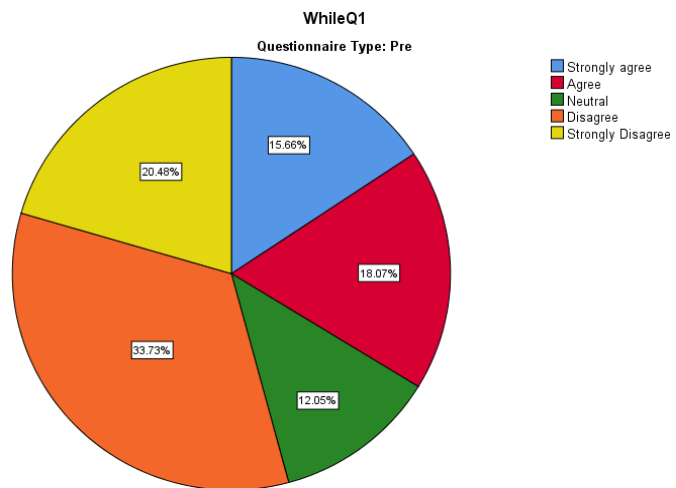


Figure 4. 15 Percentage of responses for WhileQ1 in teachers' questionnaire

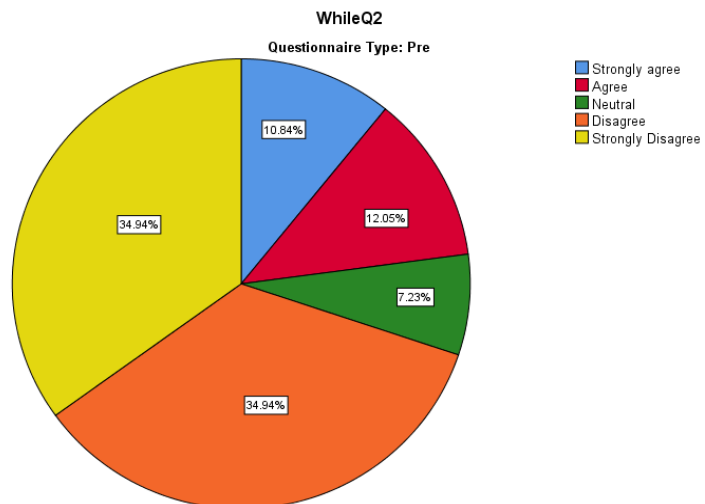


Figure 4. 16 Percentage of responses for WhileQ2 in teachers' questionnaire

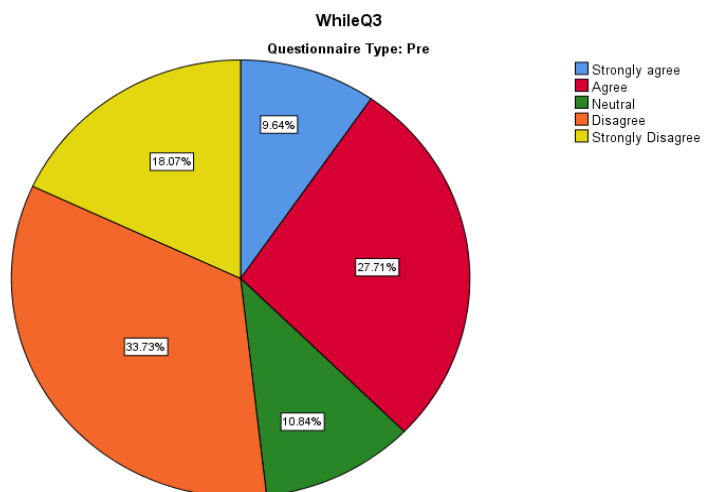


Figure 4. 17 Percentage of responses for WhileQ3 in teachers' questionnaire

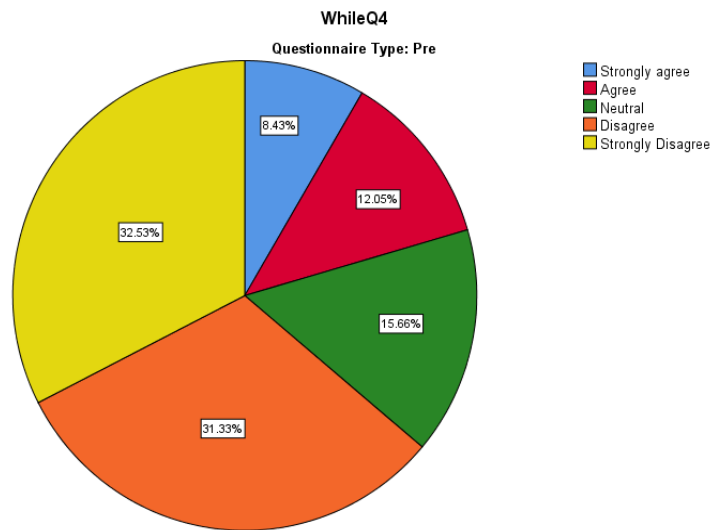


Figure 4. 18 Percentage of responses for WhileQ4 in teachers' questionnaire

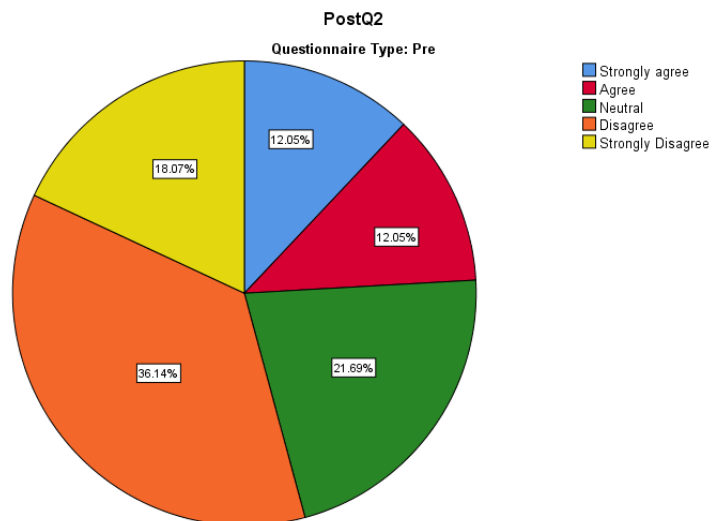


Figure 4. 19 Percentage of responses for PostQ2 in teachers' questionnaire

The teachers' semi-structured interviews provided more insights into the anxiety factor during and after the observations. The answer to this question required teachers to directly tell us about their feelings about the classroom observation process while mentioning the reasons behind this perception. The majority of the 15 teachers interviewed revealed that they felt anxious about the

classroom observation process. They cited different reasons for their feelings. Teacher 7 disclosed the reason for his fear of the classroom observation process because the observation process is linked to his evaluation and his career.

Frankly speaking, I feel scared because I know that the observers are coming to my class to find my fault and maybe this will affect my career as a teacher so I feel worried until I see the rate, they will give me.

I would feel easier when there is nobody in my class. Is natural because when you think there is somebody keeping an eye on you and he has some meaning and to criticise you find fault with you so, it's natural you get over conscious that time and [that] affect your performance in a negative way.

Teacher 4 linked his fear of the observation process to the observers and their efficiency in implementing the classroom observation process.

Here, well actually because you don't get immediate feedback you [not] sure where the people [coming] from and you don't know what their expectations are and their experience because sometimes we have people who do observation and they have [lack] themselves. They have been teaching for 2 semesters themselves. So, you can look at this sometimes their expectations are from is not from experience it is from a book.

Also, Teacher 11 mentioned that his fear of the classroom observation process is due to his feeling that he is under supervision and he must meet all the endless conditions and criteria applied by the observer.

I'm nervous first of all because there is someone who is watching me there are some expectations from the observer and expectations can be in the papers there are many details many criteria, I have to meet it makes me very nervous that depends on who is the observer.

There were also comments related to note-taking during observations. The teachers' interview responses indicated that the majority felt anxious while 5 teachers said they did not feel anxious because of note-taking. Teacher 9 claimed that he got distracted and threatened when the observer started writing.

It is a kind of distraction you know you will feel threatened you will start thinking what is he writing, did I make a mistake here? It's a [human] make? What happened.? And the purpose of this feeling what does he think about me because he is my boss you know what use going to [do] what he's going to use this writing for? Is he going to use this for me or against me something like this you know?

This response was supported by some other teachers who also said that they felt uncomfortable when the observer started writing while they were delivering their lessons.

Teacher 10: "I feel uncomfortable I was thinking maybe I did something wrong or I said something wrong".

In addition, some teachers affirmed that they lost their focus and start imagining that they did something wrong:

Teacher 6: “I feel really worried because I start thinking of the mistakes I may do while teaching.”

On the other hand, 5 teachers stated that they felt normal because taking notes was a natural process to give feedback later.

Teacher 14: “It is ok for me. I know that the observer will write and take notes. It is a natural process so I don’t care much about it”.

Further, there were some suggestions in the interviews that teachers pointed out related to stress. Some comments were related to avoiding pressure as the stress and fear lead to poor teaching performance:

Teacher 4: I don’t know but I feel that the observation in the college should be done with less stress and attention. And when the teachers are under lot of stress like when they are working under constant threat of job fear, I feel threat is unnatural thing you know fear is something unnatural it is unnatural phenomena so, unnatural phenomena can no longer exist for long [time]. And people don’t work well when they are under constant pressure.

This suggestion was also affirmed by Teacher 9 who revealed that the observation should aim to develop teaching and learning and not to threaten teachers.

I think it should be ready for a day so the observer should not be scaring the teacher, corporative mutual and the target it should be enhancing the teaching in the ELC and not focusing on people and scaring them.

The type of observation is also a factor in the level of anxiety that observees experience during and after the observation. In the literature, there are informal and formal classroom observations that result in different outcomes for the observees. Informal observations usually aim for professional development whereas formal ones are for performance evaluation. Although informal observation visits are not practiced at ELC, this was discussed regarding the teachers' perception of the necessity to know about the type of class visit, all the 15 teachers voiced that it is necessary to know about the type of class observation that will be conducted. All the teachers affirmed that the kind of visit has a strong link with their performance. Some teachers noted that knowing the type of class visit affects their performance where their focus will be the observer rather than teaching students. Teacher 2:

When somebody in the class may be at the time in order to satisfy him, you have to go out of your natural and normal shoes. And at the time the students will be put at the back burner your main priority would be satisfying the observer; not the students at the time.

This teacher brought out his/her worries concerning the surprise visits.

The teacher claimed that he/she may get sick if he/she has been visited formally and she is not ready for that:

I feel like if the staff doesn't know that someone is coming in the room and then just know they any time they can prop in the [room] and it could be a bad day. You could have a fever that day. I mean you could have students who had a bad day that day or they could come to your room on a day where students [upset] about something and you have to address a certain situation.

Teacher 12 expressed an association between the type of classroom observation, the objectives of the visit, and his emotional reaction.

Yes, it is very important for me. It will make me more or less anxious. I think it would affect [much] because if the observation is done by peers, then it would be for professional development but if the observation is done by the administration, I will understand that it is a formal visit and the purpose is for evaluation and it may affect my status here in the college.

It can be interpreted that the teacher respondents were generally worried about being observed and the purpose of the classroom observation especially if it was for evaluation purposes.

4.6 Role of Teacher

The role of the observee is another perception that emerged in the data only during the interview. Thus, in the narrative below are oral responses of the participants lifted in verbatim. There were admin and teacher perspectives about

this role. The data were organised under two subthemes: responding to the observers' comments and identifying areas for improvement.

4.6.1 Responding to The Observers' Comments

PostQ10 from the admin questionnaire aimed to explore the perception of administrators about the role of the observee in responding to the feedback they received. The positive responses here indicated that administrators believed some teachers were argumentative and were difficult to persuade.

In Table 4.18 and Figure 27, we can see that 81% of the administrators (N = 17) agreed with the statement. As a result, the majority of respondents believed that teachers could be argumentative, and it was not an easy task to convince them to make changes to their lesson delivery.

Table 4. 18 Frequencies and Percentages for PostQ10 in Admin Questionnaires, (N=21)

Response	<i>f</i>	%
PostQ10		
Strongly Agree	1	5
Agree	16	76
Neutral	2	10
Disagree	1	5
Strongly Disagree	1	5

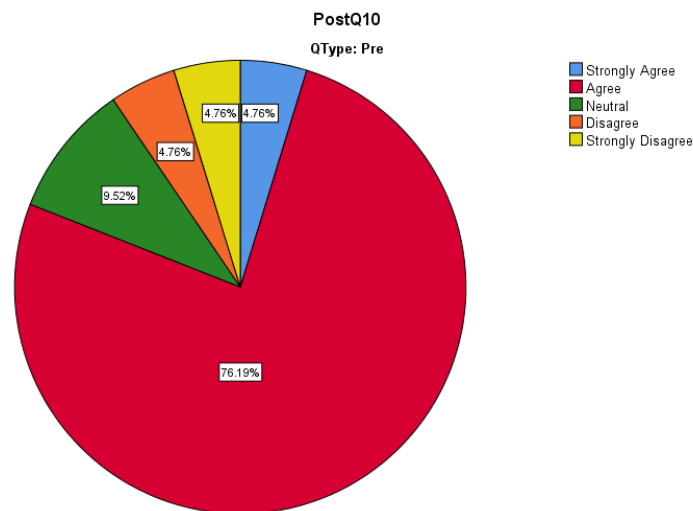


Figure 4. 20 Percentage of responses for PostQ10 in admin questionnaire

In the interviews with the teachers, there was a particular question asking how teachers felt and behaved if they did not agree with the comments of the observers or were not satisfied with the grade. Based on the teachers' responses, some teachers would defend their point of view with observers if there was a disagreement:

Teacher 15: "I try to discuss these comments and show my point of view". He stated that he tried to explain to the observer what happened in the class because the observer may misunderstand or forget some incidents. Teacher 15 added: "In that case, I try to reflect on that with the observer because maybe the observer didn't grasp the whole picture or the whole idea of what I have done in the class".

This idea was supported by Teacher 5 who said: "I would try to justify myself".

Teacher 6 said: “I accepted some of the comments and some I give the reasons why I did those things”. Moreover, Teachers 2 and 4 suggested giving the teacher more chance to reflect on his lesson so that he could justify his/her point of view: “And before they give us the marks, they should give us a chance to justify why we did that”.

On the other hand, Teachers 2 and 5 expressed his frustration that eventually the teacher had to accept any grade or comment given to by the observer even if he did not agree:

Teacher 2: Here in my context actually they didn't give you a chance whether you agree or disagree. If you agree you can do this and if you don't agree you can do this. We don't have any criteria here. So, what they give, you have to take it.

Teacher 5: I would like to ask a question here. Is it possible to change the rating if I don't agree? Is there any option here? If there is no way for me to change the rate, they give [me] even if I agree or disagree, I have no choice you see. So, I have to agree. Please keep this confidential.

Others showed some level of assertion as one of the teachers who claimed that he will reject the observer's comments but if the observer insists, then he will accept because he does not have any other alternatives: Teacher 11: “I will not except but you know if the observer insists then I have to accept because he's my boss”. Furthermore, Teacher 13 stated that he would accept the comments if they met students' needs. Teacher 10 stated: “I don't accept some

comments except which [is] obviously something I think it's suitable for my students".

On the contrary, some other teachers believed that the observer had the right to comment and they as teachers should accept it. Teacher 1 stated: "Definitely I accept that. Because I think this is their right. But when there is a chance, I always have to say something to say [about] what I have done". Also, some teachers consider the observer as an expert and the giver of knowledge thus, they accept his/her comments: Teacher 12: "Yes sure, because when we are in the process unconsciously, we may forget or skip some steps so the observer as an [expert] they show us those limitations".

Teacher 2 revealed that he only pretended to accept the given comments. He added that he only did so to satisfy the observer and more importantly because he was afraid that he would lose his job.

No not all the points but you know for the sake of keeping my job and we don't want to make our observer angry you know, and we want to retain our job sometimes, so we simply say yes but from the inside actually we don't agree with what the observer is saying. I would say we don't agree with all points of several [saying] but sometimes we have to say yes just to protect ourselves and our job.

The post-observation conference data from the teachers' responses showed that observees played a passive role. It was found that the percentage of their participation in the post-conference discussion was very brief; usually

limited to being a listener and receiver of knowledge. This point is demonstrated in the following conversation from a post-observation conference:

Admin 1: What you have done? You ask your students to read the instructions from page 39 they spend about five minutes, and then you started explaining the rules. You didn't give the students any chance to explain progress. To tell what [have] understood. Also, there are some other techniques to explain grammar rules which are more effective they could have saved [up] a lot of your time and efforts.

Teacher 2: Yes, I think I spend [much] time in this exercise and maybe my explanation was not that clear.

It can be concluded that the perceptions of the teachers in terms of responding to the observer's comments range from acceptance to disagreement. However, teachers were more like to agree with the observer's comments.

4.6.2 Identifying Areas for Improvement

This sub-theme in the perceptions of teachers was not reflected in the questionnaire. This popped up during the interview when teachers were asked a question to discover their perceptions towards discovering their limitations by themselves. The responses of the teachers showed that most of the 15 teachers were not familiar with this concept. In other words, the teacher's limitations were only revealed by the observers' feedback. Therefore, the teachers' answers were varied as some viewed this as a negative concept whereas others saw it as an opportunity for self-improvement.

For example, Teacher 2 mentioned, “That should give me more perseverance improving myself and the way I teach. I feel I’m a part of the group”. Also, Teacher 6 claimed that discovering his own mistakes made him feel happy and made him understand himself better: “I will feel happy because I will understand myself more”. Teacher 14 stated that discovering his mistakes helped him improve: “I will try to improve myself, not repeat those mistakes and come [over] my limitations”. This opinion was also affirmed by Teachers 15 who stated that discovering his limitations would improve his level as well his performance in the classroom:

It is good that I know the areas where I have to improve so that I can talk to people or I can just browse to find a solution for that, to make my teaching more effective in the class.

Further, Teacher 9 noted that he accepted criticism. He added that discovering his limitation motivated him to overcome his weakness and improve:

I don’t feel disappointed I’m a person who can accept [criticise] so if I discover my weakness area of myself, I will try to improve myself and overcome my problems and limitations. I feel that I contributed to developing myself and [its] growth.

Teacher 1 mentioned that discovering his limitations made him feel that he did not perform as required. He said: “It’s impairing for me because when you know there are things you should have done and you could but you didn’t”. Moreover, Teacher 8 claimed that discovering his own limitations made

him feel a [shame] of himself since he did not prepare himself well. He exclaimed that “Sometimes I feel ashamed of myself. Oh well I did these mistakes. I feel that I should be prepared more.”

On the other hand, all three observers believe that the teachers cannot identify their areas of weaknesses or flaws. They consider discovering teachers' problems and providing them with appropriate solutions as one of their responsibilities, which teachers must implement. This is confirmed when the observers were asked about the way of providing their comments to the teachers, as in the following answers:

Admin 1: “We distribute the duty one deal with strength areas and other with weakness areas. Yes, the comments were effective, bringing teachers [admitted] and their weakness they admitted [of] it”.

Admin 2: We just try to mention the incidence [happen] and we tell the teacher it could be done differently and most of the times the teachers agree. I am not sure but the teachers accept our comments. I believe our comments are affective.

Admin 1: The comments are given verbally and written in bullet points so that the teacher finds it easy to understand and follow. They come as advice and/or instructions to follow. I think it is effective”.

This was also the case, in post-conference sessions in which the observers find out the problems, suggest appropriate solutions for the teachers to be implemented without allowing the teachers to think and find out their mistakes

themselves. As can be seen in the following quote from one of the post-observation conferences.

Admin 1: I was trying to observe them and I was telling them not to do this activity. the instruction should be clear from the beginning even the lady at the back when you give the last listening which is like the exam practice question. you remember?

Teacher: Yes sir

Admin 1: The last part. I asked her are you like answering just part one or all the 3 other pages she said only this part. Why because the instructions were not clear. and then she discovers that when you started eliciting the answers you went to another [activities] so I think you should make it clear from the beginning that ok we are looking at this particular activity not that one or we are looking at activity 1, 2 and 3 and these are the requirement from each activity”.

It can be inferred that the teachers’ answers were varied whereas others saw it as a room for self-improvement. Teachers could only identify their areas of improvements from the point of view of the observers.

4.7 Role of Observer

4.7.1 Approachable Personality

Concerning showing an authoritative personality during the observation process, all of the three admins asserted that the observer should not show this authority while observing the teachers. Admin 1 stated that the teacher

should feel comfortable “Manifesting this personality can affect the performance of the teacher and so we might not get the actual results. Teachers need to feel comfortable.”. Admin 2 expounded that it is important to give the teacher room to do his best. “No, the observer has to try to be invisible; he should do his best to give room for the teacher to do his best and not to interfere in teacher’s lesson”. The last administrator claimed that the observer should not threaten the teacher because he is there for evaluation. “No, it should not be because I think it’s not professional. We go to observe the teacher in the class the way the teacher is teaching but not just to threaten them”.

On the contrary, the teachers had a different perception regarding the use of authority by the observers during the observation process. Teacher 15 also stated that the classroom observation process is conducted unprofessionally. “I don’t know but I feel that the observation in the college should be done with less stress and attention. The way they do observation here I think it’s a problem because it’s very unprofessional.”. In addition, some teachers expressed their dissatisfaction with the method of practicing the classroom observation process, as one of them mentioned that the classroom observation implemented in the ELC is done for evaluation and not for professional development. Teacher 13: “And about all the observation I experienced here I would say that they were almost [negative]. I didn’t feel that this observation is for my professional development but more or less for evaluation and this [affects]”.

This use of the authority by observers was also confirmed by Teacher 15 who stated clearly that teachers in ICT do not have any choice.

I verbally say that I don’t agree but I don’t have a chance to write that, [I have faced any station] where I have freedom to [explicit] here in my

context actually they didn't give you a chance whether you agree or disagree. If you agree you can do this and if you don't agree you can do this. We don't have any criteria here. So, what they give you have to take it.

By and large, the interviews revealed that the display of the authority was dominant among the observers while it was contrary to the observer's points of view.

4.7.2 Critical Evaluator

In response to a question in the teachers' questionnaire, the majority of the respondents said the observer did not impose his ideas during the post-conference (Table 4.19 and Figure 4.23). However, there was still more than a quarter who said they did (N=22, 26.5 %).

PostQ5: The observer imposed his ideas on me in the post-conference.

Table 4. 19 Frequencies and Percentages for PostQ5 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
PostQ5		
Strongly Agree	2	2.4
Agree	20	24.1
Neutral	21	25.3
Disagree	26	31.3
Strongly Disagree	14	16.9

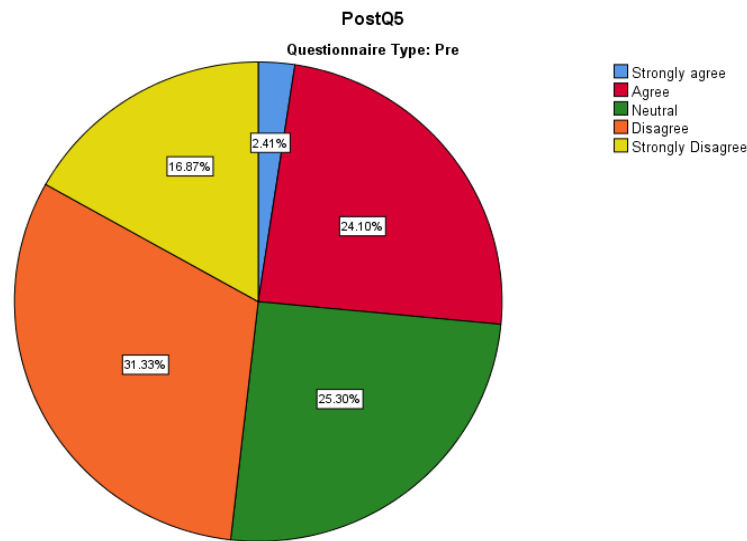


Figure 4. 21 Percentage of responses for PostQ5 in teachers' questionnaire

The results of the post-observation conferences indicated that ELC admins applied the traditional inspection method in which they focused on teachers rather than teaching. They were also observing the teachers' performance for evaluation. The findings of the post-observation conferences also indicated that the observer identified areas of weakness:

Admin 1: You could have stopped and thought about it and then [try] something different to do because it was obvious what you have been doing is not working [so they were no points]at all of doing it again and again

He also interprets the reasons behind these weakness areas/problems:

The other thing that makes me think that the lesson was not properly planned is, I might be wrong but since were asked to write about same topic which is describing your village at least three times I mean it seems that the homeworking you give the previous lesson was about ask students to write about their villages and again in the class you asked them to write a paragraph describing their villages. And for the

future again you asked me to write a paragraph about describing their village.

And finally, he provided teachers with solutions to overcome those problems:

You could have asked them to work together or works on group work. In your class it was only one way. No pair work no group work. That would help you. You didn't do any of this. They work together they would understand each other better [instead] of you giving him; telling him what to [do.]”

Moreover, the findings showed that observers control the teachers, give them instructions to apply.

Admin 1: So, for next classes make it clear for your students what you and your students do. This is revision things, It is important for you and your students to activate their prior knowledge in the topic they are going to use.

Further, the teachers touched on the background and personality of the observer.

Teacher 1 considered that what is happening is unusual, as he claimed that the observer involves his personal relationships in the observation process and evaluation. “Here I would say nothing; I will say nothing because this is not a regular situation cause the observers come to observe with some personal issues”.

Based on the findings gathered from the post-observation conferences, the admins had the perception that they had the authority to dominate the post-observation conference. They were convinced that the observer's main role in the post-observation conference was to find out teachers' mistakes and persuade them to accept their point of view and the grade they decided. The findings gathered from the post conferences showed that the admins dominated the conversations in the majority of post-observation conferences (see Table 4.20).

Also, the outcome of post-observation conferences before the intervention indicated that teachers were not given enough time to reflect on their performance. As it is shown in the following table, the teachers' participation rate in post-observation conferences does not exceed 20%, compared to the participation of observers of 80%, which reduces the opportunity to benefit from the main objective of the post-observation conference:

Table 4. 20 Number of Words and Their Percentage in The Post- Observation Conference for Observers and Teachers

Conference	Teachers	Observers	Total	Teachers %	Observers %
1	183	1203	1386	13%	87%
2	263	1593	1856	14%	86%
3	844	1481	2325	36%	64%
4	470	1870	2340	20%	80%
5	378	1643	2021	19%	81%
Total	2138	7790	9928	20%	80%

Moreover, the findings pointed out that the admin also provided alternatives to the lesson delivered without asking the teacher for clarification on the context. This is reflected in the interview done with Admin 1.

Admin 1: I mean you need to find techniques, good techniques for checking their answers. I mean they need to justify their answers maybe and you nominate [individual student] to answer and then based on the eliciting the answer you need to write something on the board because there are visual learners who need to see but....

The data also showed that the administrators interpreted what teachers did in the lesson, found problems, and provide solutions all at once:

Admin 2: “but when you come to that stage you played the track. Students. No need for students to listen because you have wasted the time there”. They believe that it is their responsibility and their role as an observer to do so. In addition, the findings also indicated that the admins used their authority to impose their own beliefs and interests on teachers:

Admin 1: Next time we want to see improvement. We don't want to see these things. We want to see real teaching and learning in the class.

OK, Mr. X?

Teacher 2: And when you would be observing again?

Admin 1: Expect anytime this semester.

The findings of the post-observation conferences also pointed out that the admins in some situations threatened teachers by issuing them warning letters:

Admin 2: Okay now, these are the areas this copy for you look at them and please be careful of these things in the next time in your [lessons]. For this, we have to decide to give you the first warning. That is not, as I told you, to terminate you but for improvement. All right, so this is the first warning for you.

4.8 Summary

In conclusion, the role of the observer was perceived to be a critical evaluator both by the teachers and the observers. The observers assumed this role by default and displayed it in the way they identified the problems and solutions for the teachers. Moreover, teachers expressed this to a certain extent in their questionnaire responses. There were differences in the data from the questionnaire and the post-observation conferences. The low percentage in the questionnaire about observers imposing ideas during the feedback sessions can be attributed to the social desirability element among the teachers, as they expressed concern despite anonymisation and confidentiality statements.

Table 4. 21 Q2 Data Sources and Corresponding Questions

RQ: 2	What is the extent of implementation of the intervention to enhance the competencies of administrators in the practice of classroom observation in the ELC?	
Corresponding Data Sources		
Questionnaire (Admin) Pre-Q: 5 Extra Q: 6 Questionnaire (Teacher) Pre-Q: 1 While Qs: 6,8,9 Post Q: 5	Interview (Admin) Pre-Q: 2 While Q: 2 Post Qs: 2,3,4 Interview ((Teacher) Post Qs: 3,4,5,7 Extra Qs: 1,2	Conferences (Teacher/Admin) Post Observation Conference

4.9 Introduction

RQ2 aimed to explore the practical aspects of classroom observation and how it is implemented. Similarly, to RQ1, quantitative data were collected using questionnaires, while qualitative data made use of the semi-structured interviews and post-observation conferences. The aim of using multiple sources of data was to have a better overall view of the existing practices and make a contrastive analysis of data from teachers and administrators. This would ideally lead to more reliable findings for this research question. The relevant data were analysed using SPSS and NVivo software through statistical and thematic analyses respectively. The implementation of Classroom Observation was categorised according to the chronological stages and formed three subthemes under pre-observation, while observation and post-observation. These subthemes were classified into further subthemes (see Figure 4.24).

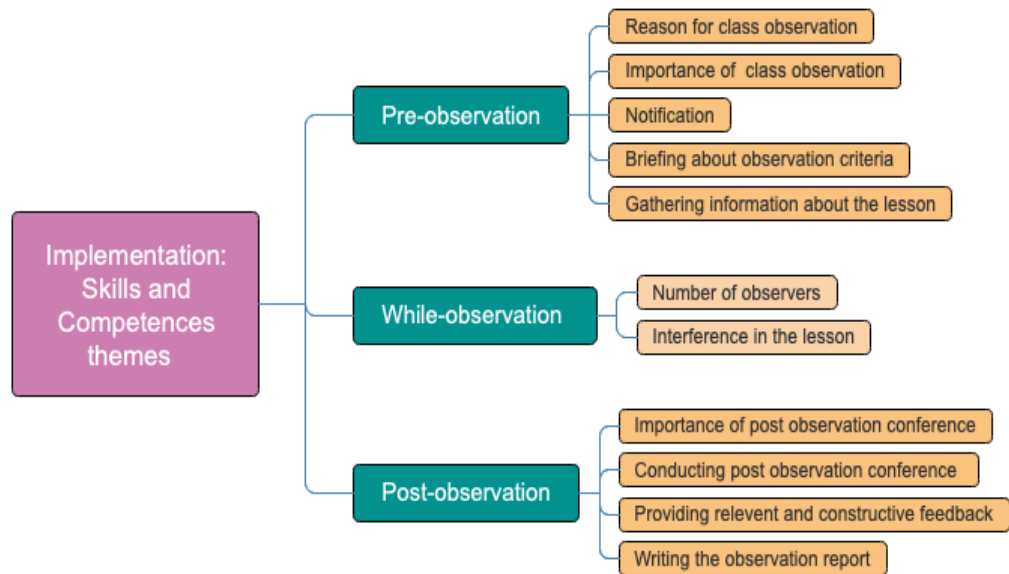


Figure 4. 22 Mind map of themes under RQ2

Figure 4.24 shows the three main topics (pre-class observation stage, class observation stage, and post-class observation stage) that emerged from the main topic "skills and competencies". It also illustrates the sub-themes that emerged from each of the main themes. For the theme of the pre-observation stage, five sub-themes emerged, namely: the reasons for observation, the importance of observation, notification, briefing about the observation criteria, and gathering information about the lesson. While two sub-themes, namely: the number of observers and the interference of observers, emerged from the actual classroom observation stage. For the post-observation stage, four sub-themes emerged, and these were the importance of the post-observation conference, conducting the post-observation conference, providing relevant and constructive feedback, and writing the observation report.

A. Pre-Observation Stage

The responses about the conduct of the pre-observation conference were varied. Although in the questionnaire the majority of the teachers claimed that it was happening, this claim contradicted other teachers' responses. Moreover, responses to other questions in the questionnaire and the interviews also indicated that the pre-observation stage was not implemented except for some brief notification before the visits.

The reason for class observation as revealed by the administrators could be due to student complaints rather than a planned visit. This stance constituted a third of their class observation sessions. Further, the administrators and teachers all commented on the importance of the pre-observation conference. Despite these positive comments, implementation was not practiced. Notification is one of the very basic functions of peer observation that could be seen in the data. However, the majority of the administrators still believed that surprise visits were important highlighting an inspection function for classroom observation visits. Teachers commented in the interviews about their desire to be briefed about observation criteria before the visit. However, this did not take place, and criteria were discussed only during the post-observation conference. Moreover, due to the lack of a pre-observation conference, the observers did not gather information to evaluate the lesson conducted in context. This point was deemed important by many teachers who expressed it during their interviews.

B. While-Observation Stage

The teachers' questionnaire responses indicated that 42% were visited by a single observer rather than the required visits in pairs due to reliability, task-sharing, and other relevant issues.

Another theme that came up in the data about the while-observation stage was observers' interference in the lesson. The questionnaire responses were varied. Although the majority stated that the observers did not interfere in the lesson, about half of the teachers stated that observers checked students' work during the observation.

C. Post-Observation Stage

The post-observation conference was considered important by all the administrators and the majority of the teachers. There were only 2 teachers who considered it unnecessary as the comments could be shared via email.

In the teachers' questionnaire, more than a quarter of the respondents claimed that the observer imposed his ideas on the teacher during the feedback session. Moreover, 10 out of 15 teachers interviewed expressed that they were not happy with the way their weaknesses were discussed. These issues were considered under the theme of providing relevant and constructive feedback.

A final point that came up in the data was the writing of the observation report. All the administrators mentioned in their interviews that this was their duty and did not consider it as a task that could be delegated to the teachers.

RQ2. Presentation of the Data According to the Implementation: Skills & Competencies Themes

4.10 Pre-Observation Stage

4.10.1 Reason for Class Observation

ExtraQ6 is about planning and timing of observation sessions. This also affects the pre-observation conference as complaints from students may bring urgency into the situation and a defensive stance by the teacher being observed. A positive response indicates that visits occur only after student complaints and a negative response show the opposite.

Table 4.22 and Figure 4.25 show that majority of the respondents disagree with this statement (57%, N=12). This means that this majority believe that complaints are not the only times to visit and observe teachers. However, there is still a considerable number of administrators who agree with it (34%, N=7). This indicates that some classroom visits are conducted after complaints from students.

Table 4. 22 Frequencies and Percentages for Extra Q6 in Admin Questionnaires, (N=21)

Response	<i>f</i>	%
Extra Q6		
Strongly Agree	1	5
Agree	6	29
Neutral	2	10
Disagree	8	38
Strongly Disagree	4	19

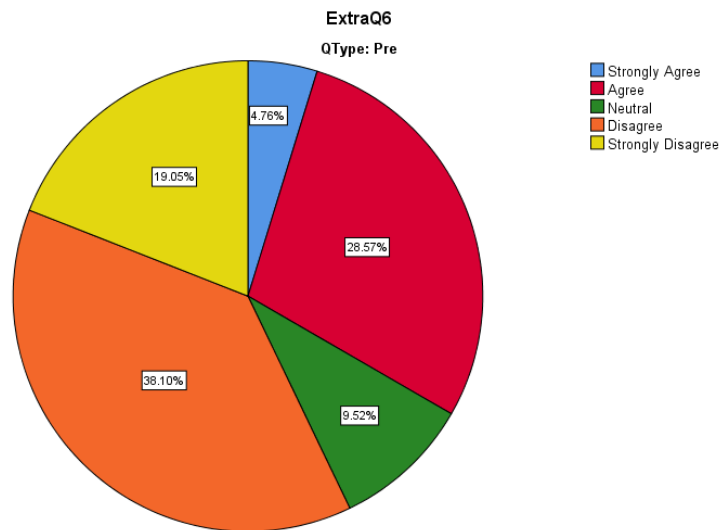


Figure 4. 23 Percentage of responses for ExtraQ6 in admin questionnaire

With the outcome of the interview, an overwhelming majority of the respondents negated the concept that observations are conducted based on students' complaints. These sources of responses suggest that indeed observing classes could lead to the development of teachers' capability to achieve quality teaching and learning.

4.10.2 Importance of Pre-Observation Conferences

Regarding the concept of conducting pre-observation conferences, all of the three administrators stated that there should be a pre-observation conference. However, their justifications were different. For instance, Admin 1 explained that the pre-observation conference enabled the observer to point to areas that could not be performed well in previous lessons. "It does because here we can touch on the areas that the teacher failed to cover in the first observation". Admin 2 also agreed that the pre-observation conference reduced the teachers' anxiety: "Yes, it makes sense because the teacher will be ready and the anxiety factor will be removed". Admin 3 assumed that the pre-observation conference

helped the observer to grasp a clear image of the lesson he will observe. He stated: “Yes, it is a good idea to give a general idea about the lesson and steps he will follow”. However, these comments were about an ideal situation rather than the current practice. There was no indication that pre-observation conferences were taking place. In the interview undertaken by teachers, most of them divulged that pre-conference did not happen at all. This is exemplified by Teacher 1 who confirmed this absence:

I think they should inform the teacher beforehand. And it would be a brilliant idea if they apply the pre-conference. If they give the teacher a chance also to write his own report it will be a good idea.

As a result of merging the data, it was analysed that indeed the administrators never implemented the pre-conference. Their knowledge of this area was exactly the absence in practice.

4.10.3 Notification

PreQ5 was about notification of observation which is part of the pre-observation stage. Positive responses here indicated the perceived importance of surprise observation sessions whereas negative responses point to the contrary.

It can be seen in Table 4.23 and Figure 4.26 that 67% of administrators (N=14) agree with the statement. This shows that for the majority of respondents, surprise observation visits are important.

Table 4. 23 Frequencies and Percentages for PreQ5 in Admin Questionnaires, (N=21)

Response	<i>f</i>	%
PreQ5		
Strongly Agree	8	38
Agree	6	29
Neutral	3	14
Disagree	4	19
Strongly Disagree	0	0

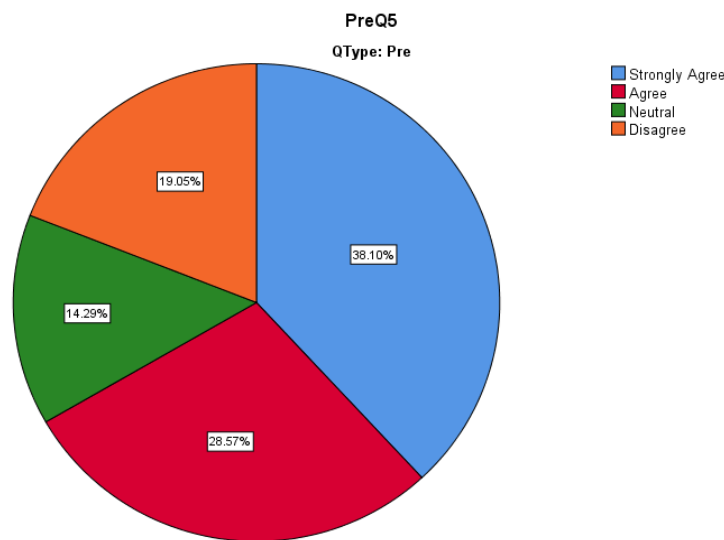


Figure 4. 24 Percentage of responses for PreQ5 in admin questionnaire

Regarding the notification of teachers before the actual visit, all three administrators who were interviewed believed that it was good to inform the teacher before his / her class visit. However, this contradicted the questionnaire results where about 33% suggested surprise visits were needed. Moreover, their interview comments revealed that they were not aware of the importance of this step or its main purposes as one of them said: Admin 1: “I think it's fine because the idea is that we observe the teacher in his/her best condition so that improvement can happen”. Admin 2 commented that notifying the teachers in

advance about the visit as well as the criteria was important: “Yes, I believe we need to know what and how we will assess them”. Admin 3 agreed to inform them with a condition: “Yes, but without informing them about the particular date because they need to be ready anytime”. This last comment implies the importance of surprise visits which were mainly for evaluation purposes rather than professional development. The difference in the comments also revealed that there was no standard procedure or guidelines regarding notifications before a classroom observation.

The teachers’ interviews provided more insights into observation notifications. 93% or 14 teachers believed that they should be informed before the lesson observation was conducted. Teacher 2 said that it was very important to be informed earlier so that they can be ready: “Yes, I think it is very important because you as a teacher will know that you will be visited and you will be ready”. The teachers generally pointed out their worries about surprise visits. Teachers 4, 7, 9 among others believed that the observer comes to their class to evaluate their performance: Teacher 4: "Yes, of course, it's a must I think because they are waiting to see my performance. I should be ready for that because it shows what kind of teacher I am". Moreover, some of them stated that it was the teachers’ right to know when they would be visited. Teacher 15 focused on the importance of informing the teacher before the class visit. He added that the sudden visit would affect his performance:

Yes, I think it is necessary so that I will at least not that surprising when the observer enters my room my classroom. If I’m not warned in advance that would affect my performance because I would think that something important or

something urgent [I will even not know what's going on,] what will happen and why are you most [people] here and what exactly they will evaluate.

Therefore, the practice of surprise visits was not welcomed by the teachers, and notification was deemed as a right and important element of the procedures. Lack of clarity on this element of the pre-observation stage or variation of practice among observers can cause undesirable consequences. Then, notification about an observation visit can be listed as one of the important elements under skills and competencies that RQ2 tries to identify.

4.10.4 Briefing About Observation Criteria

In response to a question about briefing the teacher of the criteria of the observation, 73% or 11 teachers agreed that they should be informed about the criteria of lesson observation. They considered it as an essential step to meet the observers' expectations. Teacher 13 said, "Yes, because if I am well aware of the criteria, I will try to apply what is there and try to meet the demand and expectations of the observer". Teacher 15 believed that knowing the criteria will help him to perform better he said: "I think so because they are giving me marks you have to tell me in what places they will give me marks so I will know where to put emphasis". This point of view was also supported by Teacher 11 who claimed that briefing him with the criteria before observing him will help him to perform better. He said, "I will try to meet these criteria and it will affect my performance in two ways I will perform better according to the criteria on the other hand [situation] will be artificial". The answers also showed that the teachers would like to be informed about the evaluation criteria for better

performance that will lead to scoring higher. However, the comments were again theoretical and did not refer to any existing practice. Because earlier comments also revealed that pre-observation conferences did not take place, this theme was also listed as a key element to be included in the training, to encourage its implementation.

4.10.5 Gathering information about the lesson

One of the questions from the teachers' questionnaire that was included for the analysis of the second research question was PreQ1. This question was about whether the pre-observation conference was conducted during which certain areas of the lesson to be observed are discussed. A positive response indicated that this pre-observation conference is conducted as required. A negative response pointed to the lack of this part of the observation procedure.

In Table 4.24 and Figure 4.27, it is observed that the responses were divided. About 28 % of the respondents (N = 23) agreed whereas 47% (N = 39) disagreed with this statement. The percentage for disagreement was considerably higher which showed the pre-observation conference did not occur in most cases. The varying responses can be attributed to the research bias where socially desirable answers were provided by the respondents.

Table 4. 24 Frequencies and Percentages for PreQ1 in Teachers' Questionnaires, (N=83)

Response		<i>f</i>	%
PreQ1	Strongly Agree	7	8.4
	Agree	16	19.3
	Neutral	21	25.3
	Disagree	23	27.7
	Strongly Disagree	16	19.3

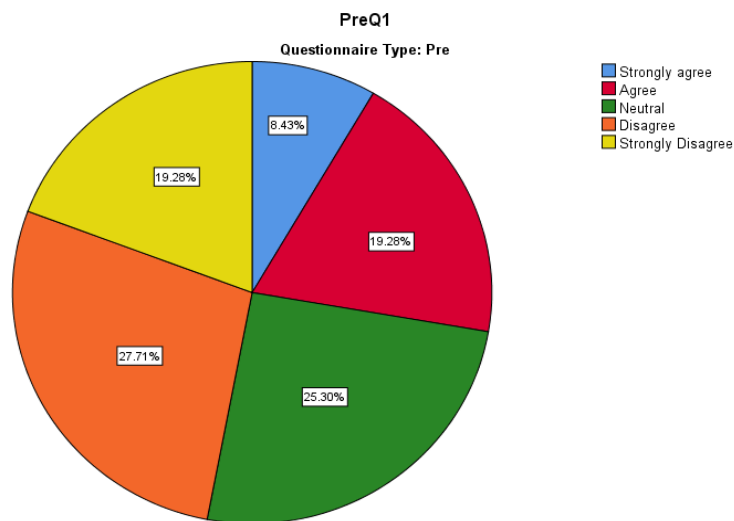


Figure 4. 25 Percentage of responses for PreQ1 in teachers' questionnaire

The information about the lesson gathered from teachers before the observation includes the method of teaching and students. When they were asked about this step of the pre-observation procedure, approximately 87% of the teachers believed that discussing the lesson with the observer before conducting the lesson observation was important.

However, they provided different reasons to support their points of view. Teacher 2 confirmed that applying this procedure would be beneficial: "I am sure it will help both me and observer to understand each other better". Teacher 4 added that discussing the lesson with the observer to obtain information about the lesson, students, and teaching style before observation should be implemented since it helped the teacher to deliver the observers' expectations of the lesson: "Yes, it helps the teachers sometimes, I think it should be done because they may suggest something and appreciate me more if I apply it. But here, unfortunately, they don't apply this". This view was confirmed by Teacher 9:

Yes, I think this will help [much] because you as a teacher will know what do observers want from you to [do] and how to do it so that you will satisfy them and will score high rate as well.

Teacher 13 mentioned that it was necessary to apply this step as it would provide the observer with the necessary information about the lesson, he would observe which will release the teacher from the stress and make him gain more self-esteem: “Yes, because I’m sure that discussing these things will prepare the observer first of all. So, it [with me] makes me more confident”. This opinion was supported by Teacher 15 who also believed that the observers came to the classroom with their expectations. He believed that the observer needed to get some information about the class he would visit because this would help the observer to have a clear picture of the context, which would affect the evaluation results:

Teacher 15: It helps the observer to grasp a picture of the audience and the target of the lesson and about the learning outcome the teacher tries to implement there. I think some general information is required for the observer to know. Because the levels of students vary and the levels are different also. And if the observer comes to class with some expectations and he sees something different maybe this will affect the observation.

Teacher 3 also stated that it was important for the observer to have a clear idea about the lesson and the student's level in the class s/he would observe: “Probably, we should inform our observers about the kind of students we have. It’s better for them to understand why students and the teacher perform like that”.

An important point was raised by Teacher 10 who claimed that he was issued a low grade because he had a different opinion and different method of teaching that contradicted the observers' point of view. Therefore, the lesson should be discussed with the observer in advance to avoid such a situation:

Yes, I think so, because it happened to me. I had a different opinion and thus I used a different method but the observers had different points of view. Therefore, I was rated low for that though I believe I was right and my method was more effective and more appropriate for my class.

In addition, Teacher 15 stated that applying this method would help the teachers to adopt an appropriate strategy to achieve the learning outcomes: "Yes of course definitely it would be a great help, that is a brilliant idea because that will help us to adopt an appropriate strategy to the learning outcomes". On the other hand, Teacher 13 considered the implementation of this step interference in the teachers' teaching. He claimed that discussing the lesson with the observer before the lesson would make the teachers aware of the observer's interests. As a result, the teacher would do his best to meet the observer's needs and ignore his students' needs.

Yes, in one way I will know about the [observer] likes and dislikes this regarding my students need at the time. And I will try to follow what he needs regardless, my students need [it] would be an actor and I will try to satisfy the observer.

In general, it could be deduced that it was necessary for the teachers to see the skill of the observers in conducting a pre-conference and what this

conference aims to achieve. It could be inferred that the teachers did not see this skill among the observers.

4.11 While-Observation Stage

4.11.1 Number of Observers

In the teachers' questionnaire, while Q6 is about the number of observers as shown in Table 4.25 and Figure 4.28. 40 respondents or 48% disagreed with only one observer's observation of them. These data confirm that teachers were visited by more than one observer at each class visit. Also, we should not ignore a total of 35 respondents (42%) of the participants who confirmed that they were observed by only one observer, and this indicates this discrepancy in the practice of the centre regarding the number of people who should visit the classes as it was not clear to everyone.

Table 4. 25 Frequencies and Percentages for WhileQ6 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
WhileQ6		
Strongly Agree	9	10.8
Agree	26	31.3
Neutral	8	9.6
Disagree	27	32.5
Strongly Disagree	13	15.7

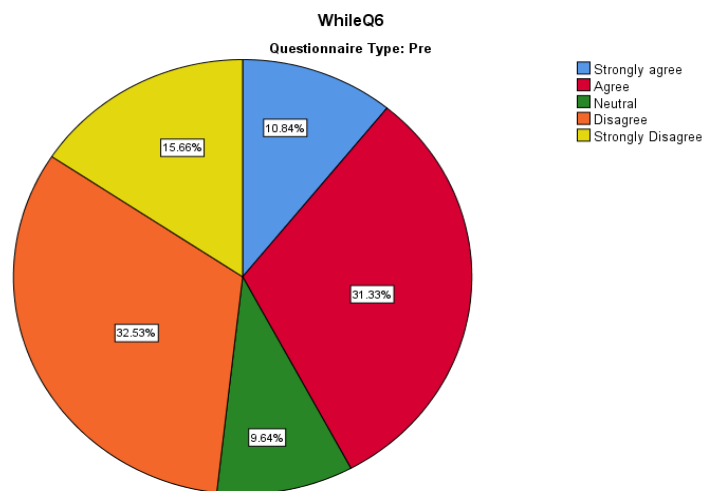


Figure 4. 26 Percentage of responses for WhileQ6 in teachers' questionnaire

4.11.2 Interference in the Lesson

The teachers' questionnaire included two questions about interference in the lesson by the observers as shown in Tables 4.26- 4.27 and Figures 4.28 - 4.29. WhileQ9 stated that there was no interference which was agreed by 71 respondents (86%). However, WhileQ8, which was about observers checking students' work during the lesson, also had a positive response by almost half of the respondents (N=11, 49.4 %). This can be interpreted as research bias where respondents felt they had to reject any interference as implied in WhileQ9. Alternatively, it may mean checking students' work during the observation was not considered an act of interference.

WhileQ9: The observer did not interfere in my lesson.

WhileQ8: The observer checked the students' work while I was teaching.

Table 4. 26 Frequencies and Percentages for WhileQ9 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
WhileQ9		
Strongly Agree	32	38.6
Agree	39	47.0
Neutral	7	8.4
Disagree	5	6.0

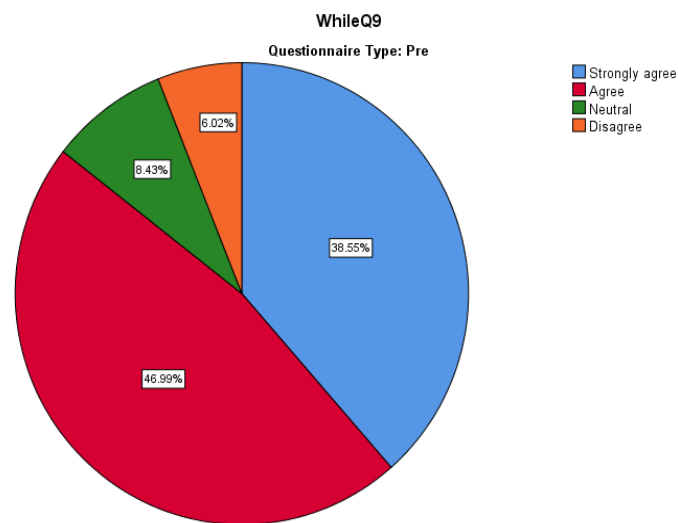


Figure 4. 27 Percentage of responses for WhileQ9 in teachers' questionnaire

Table 4. 27 Frequencies and Percentages for WhileQ8 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
WhileQ8		
Strongly Agree	11	13.3
Agree	30	36.1
Neutral	19	22.9
Disagree	17	20.5
Strongly Disagree	6	7.2

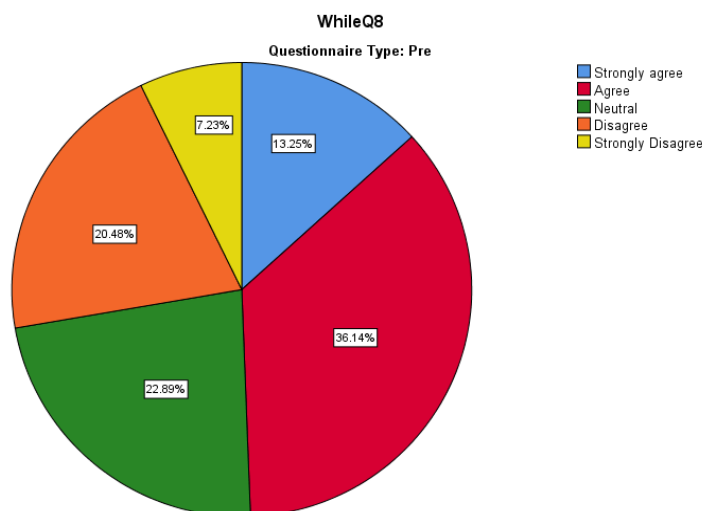


Figure 4. 28 Percentage of responses for WhileQ8 in teachers' questionnaire

4.12 Post-Observation Stage

4.12.1 Importance of Post-Observation Conference

Post-observation conference was one of the most important aspects that teachers have been asked to express their opinion about. 13 teachers commented that conducting post-observation conference is vital. Some of those expounded that post-conference is important for both observer and observee: “The post-observation is important in that it allows the observer to get clarifications and the teacher to get proper feedback”. 8 teachers concluded that the post-observation conference was a good chance for the teacher to know about their weak and strong areas and what needs to be changed or done for the future. For example, Teacher 15 stressed, “Yes, it's very important. The teacher has the right to know what is right and wrong about his performance and what needs to change”. Teachers 9 and 11 stated that post-conference is very important because, in the post-conference, they can discuss their performance and know about their grade and their career situation. Teacher 13 said: “It is indeed. Because based on the post-observation conference discussion and result I will be able to know whether I am

safe or not. A majority of the teachers are aware that some teachers were fired after getting the post-conference results”. Teachers 4 and 7 revealed their anxiety due to the observation process. They stated that the post-observation sitting process may relax them because it enables them to discuss and justify their performance. In contrast, Teachers 1 and 10 stressed that the post-observation conference is not important. They consider the post-observation conference useless. In addition, they posited that feedback can be sent via email. Teacher 10 said “No. Why do you need to see them and why you need to talk to them?”, while Teacher 1 stated, “I think there is no need to conduct the post-observation conference. They can send an email and that’s enough I believe”.

The admin interview responses concerning the importance of conducting the post-conference stage mentioned that the post-observation conference was important and should be conducted. All of them also noted that the post-conference was important for the teacher to receive the observer feedback regarding his strong and weak areas and it is a chance to inform the teacher about what he/she needs to change in the future.

Admin 1: Yes, very important, to discuss the things with the teacher about the strengths and the weakness to have an idea about the teachers and to hear their points [he] raises during the post lessons in discussion and if there are points, he has to follow and change.

The second admin also thinks that the post-conference was important because, via post-conference, that teacher could have a good chance to know about his performance and what he should modify or change as this was his right: “Yes, it's very important. The teacher has the right to know what is right and wrong about his performance and what needs to change”. For that third admin,

he also revealed that post-conference was important as it was a chance for providing the teacher with proper feedback. “The post-observation is important in that it allows the observer to get clarifications and the teacher to get proper feedback”.

4.12.2 Conducting the Post Observation Conferences

Results collected from teachers' questionnaires before the intervention indicated that more than 50% of teachers (see Figure 4.31) inferred that post conferences are held to evaluate their performance. On the contrary, there was less 20% of the respondents who disagreed with this belief. It was also reported that 26% (see Figure 4.32) of the teachers believe that the observers impose their views on them in post-lesson conferences. Likewise, at least 27% (see Figure 4.33) of the teachers see that comments and advice provided by observers are not applicable. Also, the results showed that 32% (see Figure 4.34) of teachers believe that they have not benefited from anything from the after-lessons conferences.

Table 4. 28 Frequencies and Percentages for PostQ3 in Teachers' Post Conference, (N=83)

Response	<i>f</i>	%
PostQ3		
Strongly agree	6	7.2
Agree	39	47
Neutral	22	26.5
Disagree	12	14.5
Strongly Disagree	4	4.8

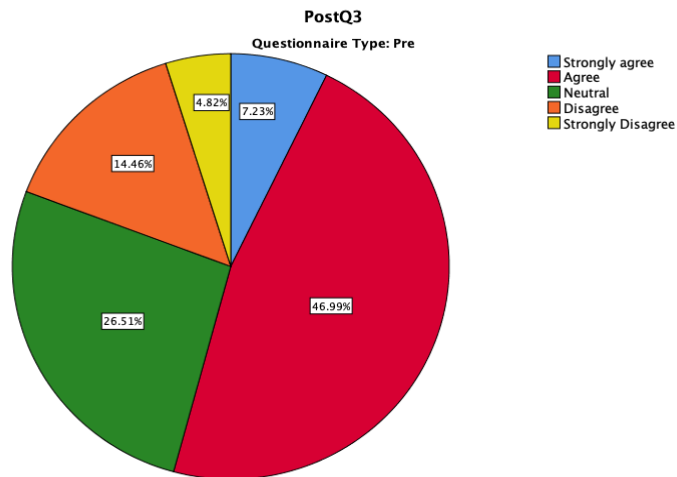


Figure 4. 29 Perceptions of Teachers on Conducting Post-Conference

Table 4. 29 Frequencies and Percentages for PostQ5 in Teachers' Post Conference, (N=83)

Response	<i>f</i>	%
PostQ5		
Strongly agree	2	2.4
Agree	20	24.1
Neutral	21	25.3
Disagree	26	31.3
Strongly Disagree	14	16.9

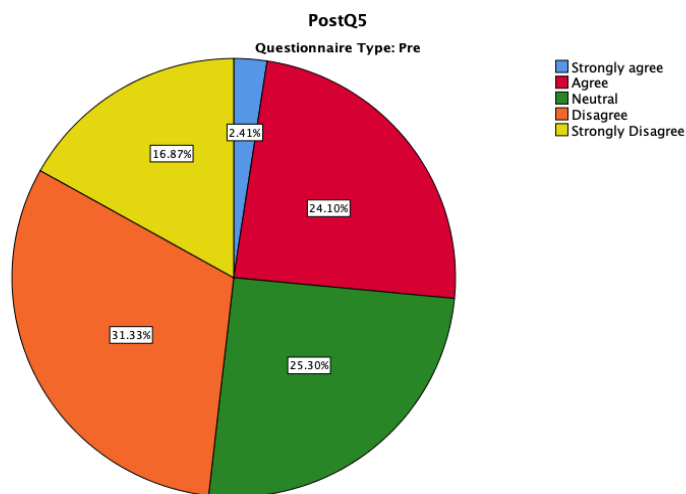


Figure 4. 30 Perceptions of Teachers on Imposing Observer's Ideas on Post Conference

Table 4. 30 Frequencies and Percentages for PostQ7 in Teachers' Post Conference, (N=83)

Response	<i>f</i>	%
PostQ7		
Strongly agree	2	2.4
Agree	21	25.3
Neutral	37	44.6
Disagree	18	21.7
Strongly Disagree	5	6

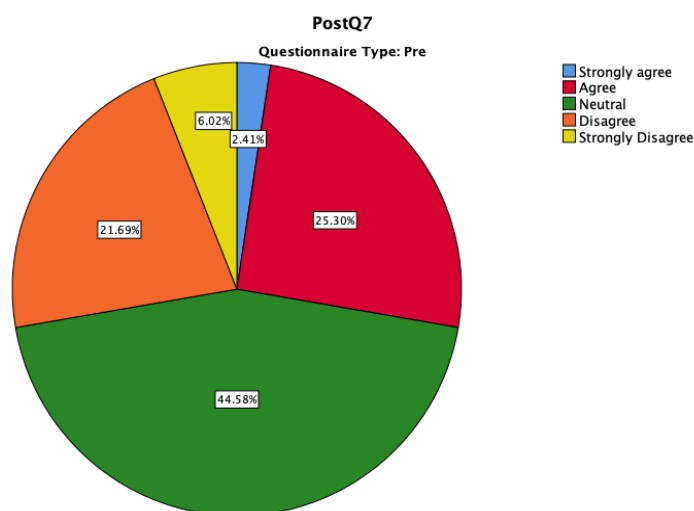


Figure 4. 31 Perceptions of Teachers that Observer's Advice are Not All Applicable

Table 4. 31 Frequencies and Percentages for PostQ8 in Teachers' Post Conference, (N=83)

Response	<i>f</i>	%
PostQ8		
Strongly agree	8	9.6
Agree	11	13.3
Neutral	21	25.3
Disagree	26	31.3
Strongly Disagree	17	20.5

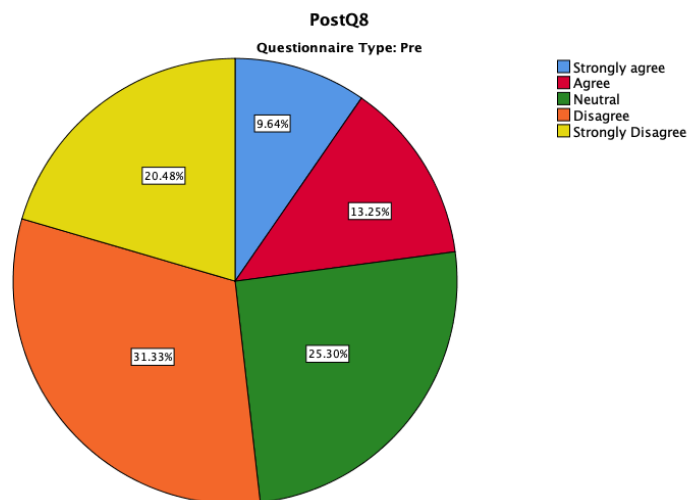


Figure 4. 32 Perceptions of Teachers that Post Conference is Useless

As for me, semi-structured interviews with teachers and observers have reminded the observers that they give their comments verbally and write them to the teachers “The comments are given verbally and written in bullet points so that the teacher finds it easier.”.

The results also show that the observers believe that their comments are effective, Admin 1: “I am not sure but the teachers accept our comments. I believe our comments are effective” and one of them mentioned that they distributed the roles between themselves in post-observation conferences. “We distribute the duty one deal with strength areas and other with weakness areas. Yes, the comments were effective, bringing teachers admitted and their weakness they admitted of it”. The recordings of post-lesson conference conversations with some teachers also showed that the observers used the inspection method while discussing the lessons with teachers in post-observation conferences.

Teacher 4: I don't encourage them but they use it.

Admin 1: I just wonder what is the purpose of doing a certain task in the class

What is the purpose of asking the students to google the images of his village?

Teacher 4: to see it

Admin 1: What is the purpose of asking the students to read the paragraph aloud?

Teacher 4: for better understanding. I think [student] can understand better if they read.

Admin 1: The next point is the time allocated for each activity you did not stick to the time you located [to] each activity. sometimes you did not give students enough time to complete the activity

Teacher 4: Activities are different and sometimes some students finish on time and others, they faced difficulties to completing activities on time some of [them] weak and they need more time so therefore it is difficult to specify a certain time for a certain activity but next time I promise this management of time to be better than this.

In the semi-structured interviews, teachers also expressed their dissatisfaction with the holding of conferences after lessons and the entire observation process, as the results indicated that most teachers believe that observers who believe these conferences are not qualified and should not perform this task due to their bad intention from the teachers' point of view.

First of all, the observer should be well aware of all pedagogical techniques, strategies and he should have the knowledge of observing other also experience of observing others was if you [doesn't] have enough knowledge his knowledge is limited you will not be able to pass an honest judgement on the teacher also. Judgement will be malignant, something not on the just Merits. Should have will experienced and with some sort of sincere approach he should visit the teacher for his meaning improvement for his correction not to target him to find fault and remove him, with this intention you will go the teacher will be penalised for that such observation cannot reserving but met the system.

Some teachers also considered that the importance of holding post conferences lies only in the fact that the teacher will then inform the teacher whether he will continue his work or will lose his job. "It is indeed. Because, based on the post-conference discussion and result I will be able to know whether I am safe or not. Actually, some teachers fired after getting the post-conference results".

In conclusion, the conduct of a post conference was significant to the teachers. However, the observers thought that this conference was conducted to evaluate the teachers' performance. Such manifestation reveals that observers were not aware of the actual purpose of post-conference.

4.12.3 Providing Relevant and Constructive Feedback

The second question considered from the teacher's questionnaire data under the second research question is PostQ5. This statement is about how the feedback was given at the post-observation conference. A positive response indicates the observer's comments were imposed on the teacher. A negative response indicates a lack of imposing and can probably be a sign of a more participatory feedback session.

When we examine Table 4.28 and Figure 4.31, we can see that the majority of the respondents disagreed (48%, N=83). However, there is also a significant number of respondents who agreed that observers imposed their views (26.5%, N=21). This also points to variation of practice and lack of consistency in the way feedback was provided to the teachers from their perspectives.

PostQ5: The observer imposed his ideas on me in the post-conference.

Table 4. 32 Frequencies and Percentages for PostQ5 in Teachers' Questionnaires, (N=83)

Response	<i>f</i>	%
PostQ5		
Strongly Agree	2	2.4
Agree	20	24.1
Neutral	21	25.3
Disagree	26	31.3
Strongly Disagree	14	16.9

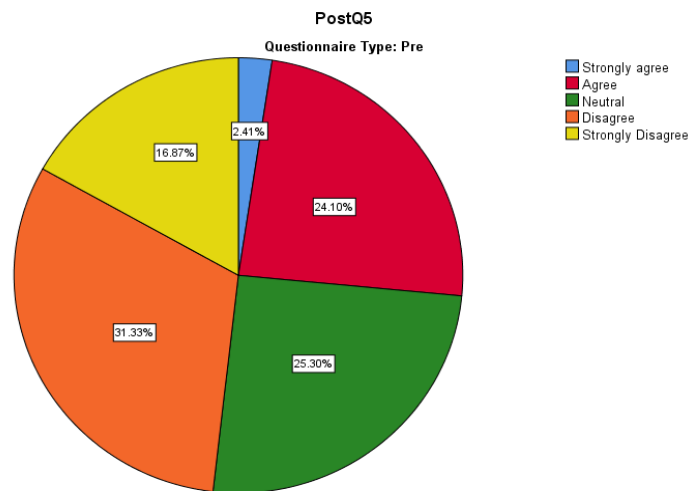


Figure 4. 33 Percentage of responses for PostQ5 in teachers' questionnaire

The teachers' responses in the interviews clarified the extent to which the teachers were affected when their mistakes were pointed out by the observers. More than 60% or 10 teachers stated that they were affected when observers pointed out their weak areas. However, the other 5 teachers claimed that they were not affected when observers pointed out their mistakes.

All ten teachers who said they were affected when receiving the observers' comments gave different justifications. Teacher 8 said, "Yes, to some extent, it influenced me because sometimes there are some points that I think are good for me so if they insist on it, I will be really affected". Teacher 4 stated that observers' disclosure of his mistakes would affect his behaviour. He added that he learns from his mistakes, but if the comments provided by the observer are not helpful or not applicable, he will not implement them.

I do feel disappointed in my soul but it will not affect my behaviour for my attitude to teaching but I am sure I do learn from my mistakes. But sometimes when I feel that the comments given to me and I still feel that these comments

don't match or do not fit the context that I am teaching in I cannot apply these comments or what I learnt from the post-observation.

Teacher 15: One of the teachers linked the effect of comments with the type of comments provided. Where he construed that he had previously implemented some of the comments given by the observer which he is not convinced with. However, he added that he would not apply them if the observers were not present in his classroom.

There are certain things which were being told that were of no use if I followed them during my teaching, which was right according to their points of view but was making [any] differences according to my teaching way. So, I will make myself honest and wise if they come I will follow them if they don't come I will not use them.

For those 5 teachers who claimed that they were not affected when observers pointed out their mistakes, they pronounced that they consider revealing their mistakes as a sort of professional development.

Teacher 5: "Not at all, I don't feel affected I don't feel frustrated but it makes me concerned that I should develop myself. Because it's kind of a challenge for me."

Teacher 9 was noted saying: "No actually. It didn't change the way I do things but it changes the way I see things. It improves me as a teacher."

In a nutshell, it was evident among the respondents that the observers were not proficient in conducting the post conference as they imposed their ideas to the teachers, and the latter found such conference less effective.

4.12.4 Writing the Observation Report

All administrators had commonly responded regarding writing the observation report, as all of them agreed that writing the observation report is one of the observer's responsibilities and he/she is the most appropriate to perform this task. The first administrator said, "I think the report should be written by the administration not the teacher". The second administrator stated that the observer is more capable to handle this issue: "Yes I think [is] better because the observer will get different ideas, we can improve the process of observation". The third administrator explained that the teacher cannot do this task since he/she will never criticise himself/ herself. He said: "I think so. Because I will not criticise myself. Also, I think it is the responsibility of an observer to write the report". As shown in Figure 4.38, most of the teachers' and administrators' perceptions revealed in the questionnaire state that the administrators must write the report.

Likewise, with the teachers, most of them supported the idea of writing observers' report: Teacher1: "Better that [observer] write the report but he should be objective also.". On the other hand, some teachers liked the idea of the teacher writing his/her own report. Teacher 8: "I think it's okay I can do it because I know what I have to do and I can give suggestions for improvement I am planning to do.". While some mentioned that it is possible for teachers and observers to co-write the reports. Teacher 11: "I think the observer should try to report or probably both teacher and the observer can write the report.

Table 4. 33 Frequencies and Percentages for Writing Observation Reports in Admin' Questionnaires, (N=3)

Response	<i>f</i>	%
PostQ9		
Strongly Agree	2	66.67
Agree	1	33.33

In terms of writing the reports, it can be inferred that admins overwhelmingly agree that they must write the report because this is part of their responsibilities as administrators. This is also another competence that observers should learn and further involve the teachers in writing the observation report.

Table 4. 34 RQ3 Data Sources and Corresponding Questions

RQ: 3	What are the significant changes after the intervention?	
Corresponding Data Sources		
Questionnaire (Admin)	Interview (Admin) Pre-Q: 1, 2 While Q: 2 Post Q: 2, 3, 4	Conferences (Teacher/Admin)
Questionnaire (Teacher) Pre-Q: 5 While Q: 1,2,3,4,9 Post Qs: 2,3,5,6,7,8,10	Questionnaire (Teacher) Post Qs: 3,4,5,7 Extra Qs: 1,2	Pre-observation conference Post-observation conference

Table 4.34 illustrates the third research question related to the effect of the intervention in the perception and implementation of classroom observation. It also displays all the questions that were used to answer this question, specifying the stage of each question “before the class observation stage, during the class

observation stage, after the class observation stage or extra” and its source “questionnaires, semi-structured interviews, observational conferences”.

4.13 Introduction

The third research question aims to display and compare the most important effects and changes based on the participants' perceptions before the intervention and the implementation of the classroom observation process after the intervention. Similar to the first and second research questions, quantitative data in the form of questionnaires and qualitative data through the semi-structured interview and post-observation conferences were collected from the participants. SPSS and NVivo software were used to analyse and compare data collected before and after the intervention. After analysing the data related to this question, the main results of the most important effects after the intervention can be summarised as follows:

There have been noticeable changes in both the perceptions and implementation of the classroom observation process from teachers and observers alike.

RQ3. Presentation of the Data According to Significant Changes

4.14 Observer's Questionnaire - Changes

The results from the admin questionnaire were used mainly in the analysis for research questions one and two which are about the before-intervention stage. However, after the intervention included only three

participants from the admin group. Due to the great difference in numbers (Before-intervention N=21 and after-intervention N=3) statistical analysis was not used to compare changes in the admin questionnaires.

4.15 Teacher's Questionnaire-Changes

The questionnaire results before intervention and after intervention were compared to identify if any scores showed some change and to what extent this change took place. To examine the differences, the responses were divided into three groups: **pre- group**, **post-control**, and **post-experiment**. The pre-group is made up of the questionnaire conducted before the intervention and includes all the teachers. The post-control group is made up of responses from teachers who were not observed after the intervention. The post-experiment group, however, was composed of teachers who were observed after the intervention by the observers who attended the training.

There were two questions selected from the teachers' questionnaire to be included for comparison. There were also two subscales identified from the questionnaire on the anxiety of the teachers and the perceived effectiveness of the observation. First, the results of those two individual questions will be reported here.

- PreQ5 The observer asked my teaching concerns and incorporated them into the observation.
- WhileQ9 The observer did not interfere in my lesson.

The first question was PreQ5 about the pre-observation procedure and whether it included a discussion of a teacher's concerns before the observation.

A positive response indicates that the observer conducted a pre-observation conference, discussed the observee's concerns, and incorporated them into the observation. In Table 4.31 and Figures 4.39, 4.40, and 4.41, we see that in all three groups, the majority of the teachers agreed their concerns were already discussed during the pre-conference. The pre-group agreed with 52% (N=43), the post-control group with 57% (N=37), and the post-experiment group with 89% (N=16). It can be seen that the percentage is significantly higher in the post-experiment group.

The second question from the teachers' questionnaire data considered for the third research question was WhileQ9. This question is about interference in the lesson by the observer. A positive response indicated the observers did not interfere in the lesson. Table 4.31 and Figures 4.42, 4.43, and 4.44 display data that all three groups had the majority of the responses in agreement. The pre-group agreed 86% (N=71), the post-control group 95% (N=62) and the post-experiment group 89% (N=16). The percentage of disagreement was very small for all three groups. The increase in the percentage in the post-experiment group can be attributed to the smaller group size as the number of respondents did not increase. In general, the effect of the training programme given to the administrators significantly led to the proper implementation of the pre-conference which was highly observed by the teachers.

Table 4. 35 Frequencies and Percentages for PreQ5 and WhileQ9 in Teachers' Questionnaires

Response	Pre-group (N=83)		Post-control (N=65)		Post-Experiment (N=18)	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%
Strongly Agree	18	21.7	23	35.4	16	88.9
Agree	25	30.1	14	21.5	0	0
Neutral	16	19.3	4	6.2	2	11.1
Disagree	13	15.7	4	6.2	0	0
Strongly Disagree	11	13.3	19	29.2	0	0

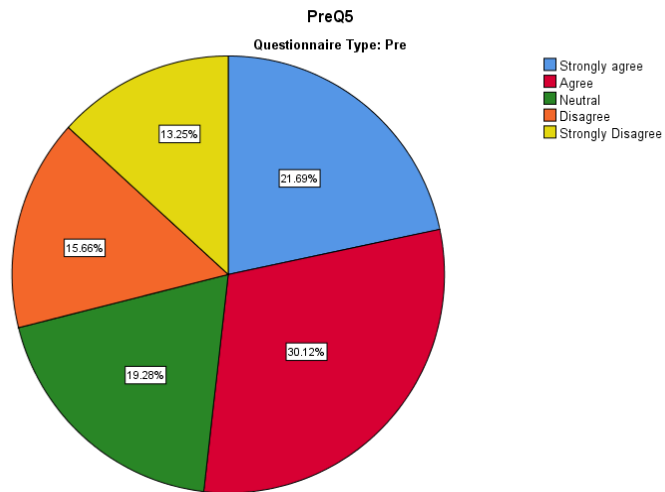


Figure 4. 34 Percentage of responses for PreQ5 in teachers' questionnaire- pre-group

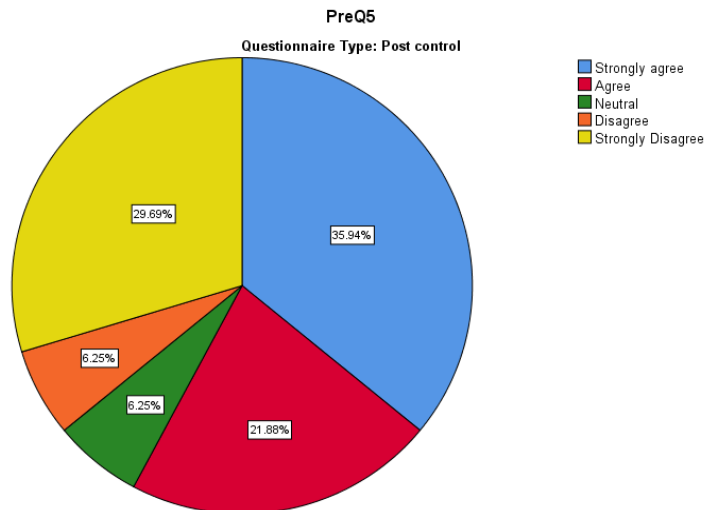


Figure 4. 35 Percentage of responses for PreQ5 in teachers' questionnaire- post-control

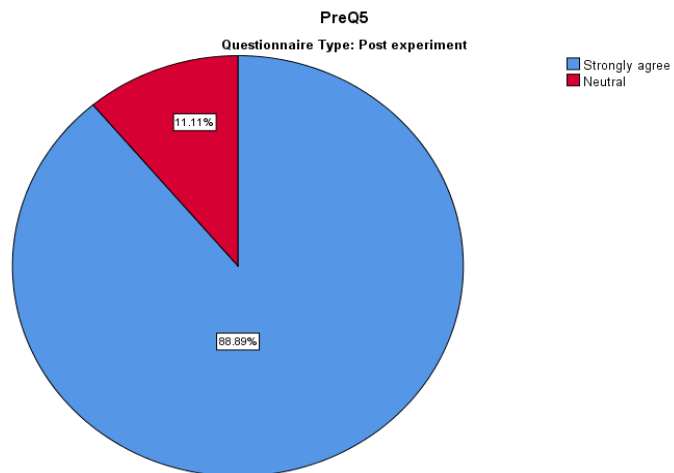


Figure 4. 36 Percentage of responses for PreQ5 in teachers' questionnaire- post-experiment

Table 4. 36 Frequencies and Percentages for WhileQ9 in Teachers' Questionnaires

Response	Pre-group (N=83)		Post-control (N=65)		Post-Experiment (N=18)	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%
Strongly Agree	32	38.6	48	73.8	12	66.7
Agree	39	47	14	21.5	4	22.2
Neutral	7	8.4	0	0	0	0
Disagree	5	6	2	3.1	0	0
Strongly Disagree	0	0	1	1.5	2	11.1

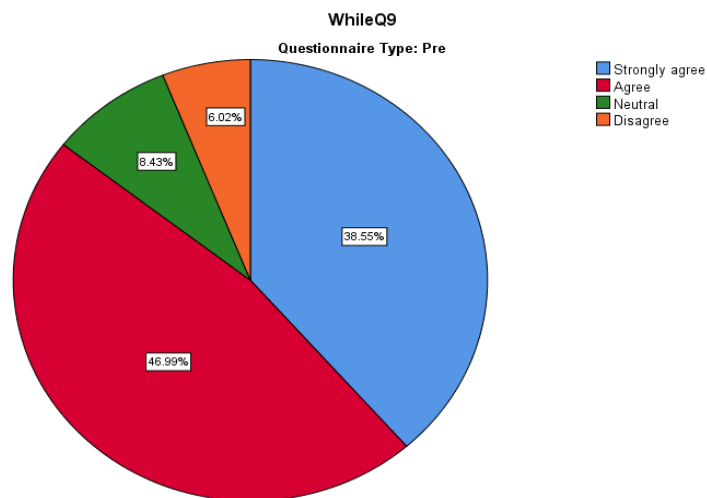


Figure 4. 37 Percentage of responses for WhileQ9 in teachers' questionnaire- pre-group

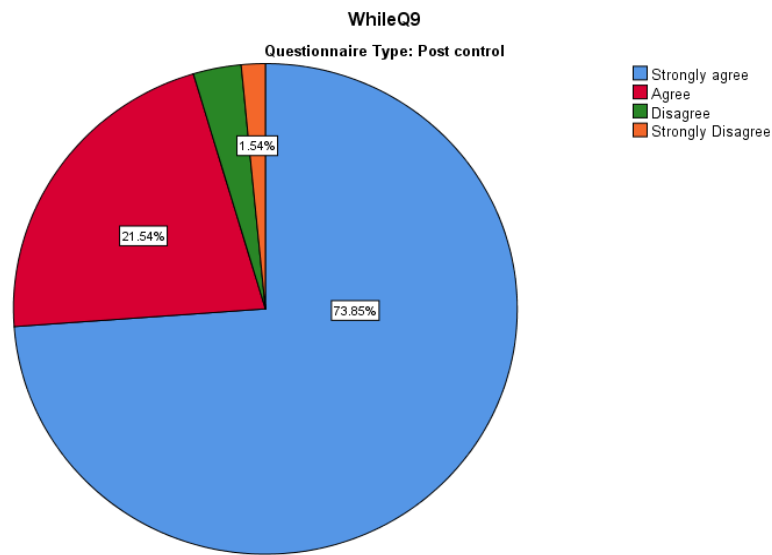


Figure 4. 38 Percentage of responses for WhileQ9 in teachers' questionnaire- post-control group

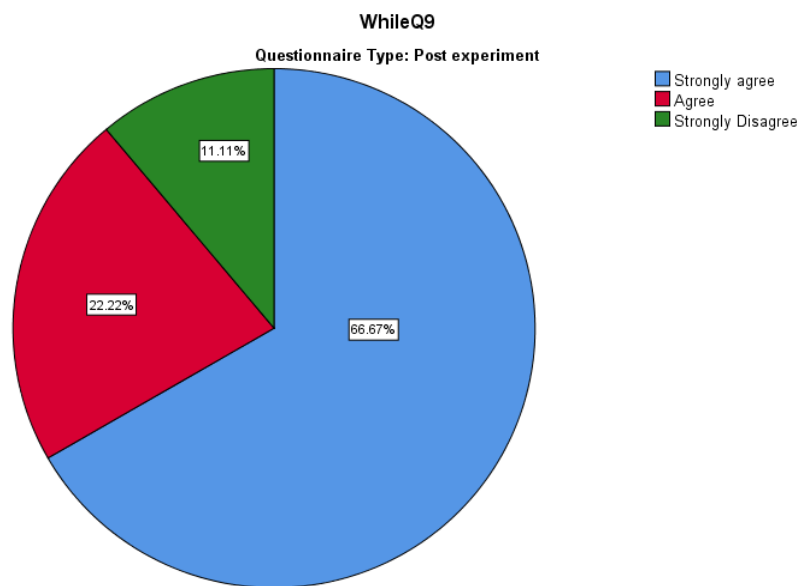


Figure 4. 39 Percentage of responses for WhileQ9 in teachers' questionnaire- post-experiment group

For the statistical analyses, the participants were coded into three groups. The participants of the pre-test were Group1 (n=83). For the post-test, the post-control group was Group 2 (n=65) and the post-experiment group was Group 3 (n=18).

Statistical tests were run to identify if there were any statistically significant differences among the groups. To test such differences, using ANOVA test would be appropriate. However, one of the assumptions of this test is to have a minimum of 30 participants in each group. This assumption was not met as there were 18 participants in the experiment group. Therefore, the non-parametric equivalent of ANOVA, the Kruskal-Wallis test was used.

The questionnaire items formed two distinct scales: **perceived effectiveness of the observation** process and **anxiety**. The former included 6 items and the latter 5. These were tested using an omnibus function in SPSS version 25.

A. Perceived Effectiveness of Observation Process Scale

There are several questions under the perceived effectiveness of the observation process scale. These items are worded in a way to reflect various negative perceptions about the observation process. A low score means agreement and a high score points to disagreement with those statements. The scores were analysed using the Kruskal-Wallis test on SPSS v25. 6 responses were chosen to show the perceptions of the teachers revealed in the post-conference.

- PostQ3: I believe that post-conference was conducted mainly for the purpose of my appraisal.
- PostQ5: The observer imposed his ideas on me in the post-conference.
- PostQ6: I think it was too difficult to meet the evaluation criteria.

- PostQ7: Not all advice I got from the observer regarding my performance was applicable.
- PostQ8: I gained nothing from the post-conference.
- PostQ10: I believe that the observers need to be trained because of a lack of observational skills.

Table 4. 37 Perceived Effectiveness of The Observation Process Scale

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of PostQ3 is the same across categories of Questionnaire Type.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of PostQ5 is the same across categories of Questionnaire Type.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
3	The distribution of PostQ6 is the same across categories of Questionnaire Type.	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.
4	The distribution of PostQ7 is the same across categories of Questionnaire Type.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
5	The distribution of PostQ8 is the same across categories of Questionnaire Type.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
6	The distribution of PostQ10 is the same across categories of Questionnaire Type.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The results of the Kruskal-Wallis test for differences among items of the perceived effectiveness of the observation process showed that there was a statistically significant difference for each item ($p \leq .001$) among the three groups. Therefore, the null hypothesis that these groups display no significant difference was rejected.

Post-hoc tests were carried out to identify which groups had differences. Pairwise comparisons in SPSS v25 were used to find out which of the three groups showed differences. The results showed that the scores for the post-experiment group who were observed by the administrators after the intervention was statistically significantly higher than the other two groups. That means the post-experiment group's mean rank scores for each question within this scale showed a significantly higher level of disagreement than both the pre-group and the post-control group.

B. Anxiety Scale

Under the anxiety scale questionnaire items related to the level of anxiety felt at different stages due to different reasons were grouped. A low score implied agreement for each question indicating a higher level of anxiety experienced during the observation. Again, the scores for all three groups were compared using the Kruskal-Wallis test on SPSS v25.

- WhileQ1: I was nervous when I was observed by any administrators.
- WhileQ2: I lost my self-confidence when someone observed me.
- WhileQ3: I felt nervous when I saw the observer writing during the observation process.
- WhileQ4: Classroom observation was a threatening task for me.
- PostQ2: I felt very worried when post-observation was conducted.

Table 4. 38 Anxiety Scale Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of WhileQ1 is the same across categories of Questionnaire Type.	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.
2	The distribution of WhileQ2 is the same across categories of Questionnaire Type.	Independent-Samples Kruskal-Wallis Test	.002	Reject the null hypothesis.
3	The distribution of WhileQ3 is the same across categories of Questionnaire Type.	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.
4	The distribution of WhileQ4 is the same across categories of Questionnaire Type.	Independent-Samples Kruskal-Wallis Test	.003	Reject the null hypothesis.
5	The distribution of PostQ2 is the same across categories of Questionnaire Type.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The results of the Kruskal Wallis test for difference among items of the anxiety scale showed that there was a statistically significant difference for each item ($p \leq .003$) among the three groups. Pairwise group comparison tests were carried out to identify which groups had differences. The results showed that the scores for the experiment group who were observed by the administrators after training were statistically significantly higher. This reveals that mean rank scores of the post-experiment group's responses within this scale showed a significantly higher level of disagreement than both the pre-group and the post-control group. A higher level of disagreement on these questionnaire items translates into a lower level of anxiety.

4.16 Perceived Effectiveness of Classroom Observation Process

4.16.1. Purpose of the Class Observation

About visiting teachers before the intervention, the classroom visits are carried out for various reasons, including when students complain about the teacher. This procedure did not change after the intervention, as the observers continued to visit the teachers upon receiving complaints from students against some teachers. This is for several reasons, the most important of which is the system policy implemented in the English Language Centre, the number of administrators, and the time factor.

4.16.2 Validity of Evaluation Criteria

Before the intervention, the observers used the checklist as a criterion for evaluating the teachers' performance regardless of the non-conformity of some items on it and the teachers' performance. Admin 1: "We use checklist. We stick to checklist and cover the aspects there". This led to several teachers' resentment over the implementation of these standards. However, After the intervention, the observers' perceptions changed which led to a change in the goals of class observation and a change in the evaluation criteria as well. To make things clearer after the intervention, the observer's focus transferred to the teaching and learning process therefore they started using note-taking as a tool for gathering the needed information about lessons.

Admin 1: "I was not interested in the teacher, what the teacher does, how the teacher behaves is what I used to do in the past, but now I have focused mainly on teaching and learning, to activities that [search] students about how to

learn and [research] the curriculum and how they also study. This was my main goal”.

Implementing this procedure as well as pre-conference contributed significantly to changing teachers’ perceptions towards the class observation process. Teacher 12: "Yes, I am satisfied because we are sitting in front of the observer and I know what he's looking for and what to do."

4.16.3 Frequency of Observations

Regarding the number of times the teachers were visited, most of the teachers mentioned that they were visited only once a year or perhaps during many years. After the intervention, there were no significant changes in the numbers of classroom visits to teachers, and this perhaps due to various reasons, the most important of which is the number of administrators in the centre who act as observers, as well as the time factor.

4.16.4 Observers’ Perceived Competence

The data collected from each of the teachers and the observers before the intervention indicated that the observers need to acquire some important skills to carry out the classroom observation process properly. The observers mentioned that they need training. Admin 2: “Well, I am not sure we try our best but still because we were not trained at all so I can say above average, maybe because of most of the time teachers agree with our observation”. They also stated that they would perform better if they gained more skills in this area. Admin 3: “It was my first experience; I never been training and from my limit experience

so I have limit of experience in this area. Not very low maybe average, accepted. In bases of lack of training”. However, after the intervention, there was a noticeable change in the teachers’ and the observers’ perceptions. The observers reported that they felt confident when they conducted the class observation.

Admin 1: “I think I am doing fine as an observer. The reason I am saying this is because I believe that I won the trust of my teachers; my teachers have confidence [on] me that I am doing this for the benefit of all parties, the teachers, the students and the administration”.

The teachers also stated that they were completely comfortable and satisfied with the classroom observation process. Teacher 1: “Yes, I feel [satisfy] with the whole process”. Teacher 2 also expressed his satisfaction about the new classroom observation procedure as he stated: “with the new! Yes, I am very comfortable because it is quite systematic. It goes without any hindrance.”

4.17 Anxiety During and After the Observation

As noted previously, several teachers interviewed before the intervention expressed their anxiety about classroom observation due to potential negative consequences from the classroom observation process. Teachers expressed their fear of classroom observation, both during the classroom observation stage and in the post-conference stage. For instance, when they asked about their feeling when they were observed, Teacher 10 said: “Extreme fear. I have this “stage phobia” when it comes to observation”. Also, when they asked

about their reaction when the observer taking notes while they are teaching, Teacher 9 stated "It scares me the most."

Teacher 7 commented:

"I am nervous first of all because someone is watching me. There are some expectations from the observer. Expectations can be in papers and all of them are many details, many of the criteria that I have to meet make me feel very nervous".

On the other hand, after the intervention, the responses showed that teachers' feelings about the classroom observation process significantly changed as the observers began to apply the pre-observation conference stage. Teacher 4's response was:

"I would say yes, not just me but anyone in my situation. I think the more we do such an exercise the better. We need this type of exercise and it is definitely helpful". Teacher's 7 found it very useful. "I think it would be helpful for students. I'm not sure if it would have helped the proctor but it would help me as a teacher to stay aware of what he was looking for".

4.18 Role of Teachers

The results before the intervention showed that teachers play a passive role in the classroom observation process. The observers controlled the process of class observation, and this is evident in the post-lesson conferences where the results of the conference dialogues before the intervention confirmed that the observers played the main role in most of these dialogues. They were the ones

who initiated and managed these dialogues, while we find that the chance of teachers' participation often does not exceed 20%, and therefore teachers did not get enough opportunities to think about their performance and improve themselves. The results confirmed that the teachers' role revolved around listening to the instructions of the observers, accepting and implementing them.

The following table shows us the percentage of participation of teachers compared to observers in the dialogues of the post-observation conference, according to the number of words in each post-observation conference before the intervention.

Table 4. 39 Number of words and their percentage before the intervention in the post-observation conference.

conference	Teacher	%	Observer	%	Total
1	183	13%	1203	87%	1386
2	263	14%	1593	86%	1856
3	344	18%	1481	81%	1825
4	2138	20%	7790	80%	9928

The results indicate that the teachers before the intervention had a perception that their role in conferences is limited to accepting the comments of the observers and trying to satisfy them. Therefore, we find that their participation in the discussions in the post-lesson conferences is almost non-existent and negative.

This quote from a conference post-observation illustrates the negative role of the teacher in conferences:

Admin 2: “I was thinking about your lesson yesterday we have few more input but when it comes to output, we did not see it like more listening. pre, listening you have played the tape once and then the next task another time and the third time you played it. and when it came to note taking also but when it comes to output which is like a discussion whatever, you did not focus on its”

Teacher 5: “maybe that I am not smart enough to do so”.

Through the above example, it became clear that teachers have a misconception about their role in the classroom observation process and the importance of post-observation conferences and their effective role in professional development.

However, after the intervention, teachers' perceptions changed dramatically in terms of teachers' understanding of the nature of their role in post-observation conferences. The results demonstrated that teachers after the intervention became more confident and more dominant in the post-observation conference as well as in the pre-conference stages.

The table below shows the significant difference in the dominance ratio for post-lesson conferences, as the reversible change in the word count of observers and teachers is evident after the intervention.

Table 4. 40 Number of words and their percentage after intervention in the post-observation conference

Conference	Teacher	%	Observer	%	Total
1	1898	80%	448	19%	2346
2	1349	72%	507	27%	1856
3	1335	54%	1093	45%	2428
4	1366	73%	501	26%	1867

4.18.1 Responding to the Observer's Comments

Before the intervention, observers believed that there were some argumentative teachers and it was not easy to convince them. Observers also believed that it was their duty to convince those teachers and change their minds. Observers believed that the teachers' role is to implement only.

When teachers asked before the intervention about the extent to which they accept the comments of the observers, the answers of some of them contradict with what is happening in reality, as they claim that they discuss the observers and state their point of view if they do not like the comments of the observers. However, some teachers admitted that arguing with observers was useless, as these teachers realised that their words would not change the truth of anything, so they preferred to accept and agree with the comments of the observers.

After the intervention, these concepts changed, as the teachers stated in the interviews that they accept the comments of the observers only if they were useful to them and contribute to their professional development, which happened after the intervention with one of them, which was confirmed by the teacher in his

answer to this question during the semi-structured interviews after the intervention when he said:

Teacher 13: “Yes, I accept them especially, in the final observation”.

These changes were also proved in the post-observation conference session as shown in the excerpt below:

Observer 1: “Did you refer them to the counsellor or student affairs?”.

Teacher 1: “I didn’t, because they were not problematic as such. They would just sit calm and come to the class, attend the class. They are not happy or sad about their marks, they’re quite like cold, you know, to everything. And, I am surprised that they reached Post Foundation, to be very frank. How did they reach there?”

Observer 1: “But I think they need help. Maybe in the future, if we have such students, it should be right from the beginning. We should help them. Sometimes such students, they can... they can be good, better students, if they find right advising, for example. Or, maybe, someone would sit with them and tell them how to study. Some of them, they don’t know these studying habits. They’re not used to studying English at home. We have this problem a lot. Students, once you ask them what it’s like... which exams coming or so, it’s just English. And, we say - ok go and study, they say “we don’t know how to study”. So, most of them they don’t know how to study. So, with the right counselling sometimes it works. And sometimes it depends on the... on the students. Yeah.

Teacher 1: “So, next time what I will do is, if I find similar cases, I’ll definitely refer them to the council”.

Observer 1: “That’d be great. And then you will follow up and, hopefully, we can change the students. Yes?”.

Teacher 1: “Can I complete it?”

Observer 1: “Go on”.

4.18.2 Identifying areas for improvement

The answers of the teachers before the intervention were complex and different, as it became clear through the teachers' answers that they do not know much about the concept of discovering self-limitations and self-reflection. Some of them said when asked how they felt when they discovered their limitation, that this made them feel happy, while others mentioned that discovering their limitations made them feel embarrassed and ashamed.

In the same context, the observers had a different opinion in this regard, as the observers believed that the one who should discover the teachers' mistakes is the observer. The observer also must provide appropriate solutions to the teachers' deficiencies and obligate the teachers to implement them. These perceptions changed after the intervention as the observers realised that their role is to scaffold and guide the teachers to discover their limitations.

Teachers' perceptions also changed significantly after the intervention. The teachers became more aware of the importance of their role in the post-lesson conferences which made them play a fundamental role in the post-observation conferences. They reflect on their performance, try to identify their weaknesses, and suggest appropriate solutions. On the other hand, the role of observers mainly

focused on supporting and developing teachers professionally. The following conversation excerpt forms as evidence of the change of perceptions of participants on the role of the observer and the teachers manifested during the post-conference.

Admin 3: "Why did you focus on their six? Why not, for example, one or two and then ask the students do that themselves? Is there some idea?"

Teacher 3: Some of them are easier one, so I picked some easier ones. Just they know, after full stop (5.43) and then the rest. This is more challenging unlike others. And, some of them were like not very easy or challenging one. So, I sorted out from different sections – easy, little challenging and more challenging ones, that's why I choose this. But I have given them... In another session I've given them a different set of vocabulary. Yeah.

Admin 3: Carry on, please?

Teacher 3: Ok. Now, after the whole task was done, I gave them a task of writing the products in a paragraph. So, I focused on only the points of contrast, points of contrast. Which they were now familiar with and they could write it much easier. And...

Admin 3: So, they've done the similarities?

Teacher 3: Yeah. Yes, it's very easy for them, cuz they just have to use similarly, likewise, and [they] just easier. And, the last post-productive task in class was speaking on comparing two things which they are familiar with. Here I used two buildings..."

These changes in the observers' perception was explained by Admin 3, who explained in his response in the interview after the intervention how he deals with the limitations of the teacher, where he said: "Well, my role was as an observer not to identify [myself] the teacher's limitation. No, teachers had the freedom to do that. They had the chance to reflect upon their teaching and they themselves told me about their limitations, areas of improvement".

4.19 Role of Observer

4.19.1 Approachable Personality

Regarding the role of the observers and the manifestation of authority during the observation process, the results before the intervention showed inconsistency in the answers of the observers and teachers. The observers have stated that they are against this idea. They all said that showing authority by observers while observing teachers is undesirable and should not be done. On the contrary, the teachers expressed their dissatisfaction with the observers' approach to practicing classroom observation. They revealed that the observers were using an authoritative approach with them. The observers considered the teachers as mere recipients of knowledge and implementers of the observers' instructions and college policy. However, after the intervention, the results show a significant change in the observers' perceptions as they begin to provide the teachers with the opportunities to think and make their own decisions according to their desires and the needs of their students. For example, at post-lesson conferences, observers provided teachers with an opportunity to reflect on their performance, identify

problems, find solutions and apply them. The following conversation excerpt justifies the change of practice on providing teachers to reflect on their performance:

Admin 2: “Yes, you have your own goal. I agree. Ok. I guess that's it. Now there's a question I'd like to ask.

Teacher 8: What is [this]

Admin 2: Do you think you should improve it? Focus on more or change for this lesson?

Teacher 8: I think [this], for teamwork. I think I regrouped them with my other classmates. It would be better for them to get to know her. I didn't want to pay that kind. And if I have a mixed ability class, I'd like to flag certain rules for them. The head of the group that will do this sends the other members of the business to this and so on.

Admin 2: Okay

Teacher 8: For TTT, I gonna keep talking time to a minimum. I will focus more on the students. It has become like a habit you know and needs time [bet]

Admin 2: Yes, you are right.

Teacher 8: I will also try to follow the lesson plan

Admin 2: All right.

For teachers as well, results after the intervention showed marked changes in teachers' perceptions and their relationship with observers. Educators no longer consider observers to be the only source of knowledge and the provider

of solutions. After the intervention, the teachers became the centre of the classroom observation process, where they reflected on their abuse, discovered the difficulties and shortcomings, suggested other appropriate solutions in addition to making plans to implement them. The role of observers has become somewhat secondary. They played the role of aid and support for teachers to understand classroom situations more deeply.

4.19.2 Critical Evaluator

Although the majority of teachers before to the intervention claimed that the observers did not impose their opinion on them, yet about 27% of the teachers revealed that the observers did so. In fact, the results before the intervention confirm that the observers used the traditional inspection method, in other words, they adopted a supervisory approach, where the main concern of the observer of classroom visits is to discover teachers' mistakes and criticise them, then provide them with solutions to be implemented, which they believe to be ideal.

The same is the case for teachers. They accepted the criticism of the observers and considered what the observers do is a normal practice that all observers do as it is a part of their responsibilities. Therefore, this matter was reflected in the post conferences. The following table shows that in all five conferences, the percentage of observers' dominance was 78%, while the percentage of teachers in all five conferences did not exceed 21%.

Table 4. 41 The Percentage of Dominance of Observers Compared to Teachers in the Five Conferences

Conference	Teachers %	Observers %
1	183 13%	1203 87%
2	263 14%	1593 86%
3	844 36%	1481 64%
4	470 20%	1870 80%
5	378 18%	1643 81%
Total	2138 21%	7790 87%

After the intervention, the concepts and application changed regarding the method used by the observers, as the results indicate a change in the relationship between teachers and observers, and the control of observers over the post-lesson conferences decreased. On the other hand, teachers became more satisfied and accepting of the observation process. The excerpt below represents what the teachers expressed about the method of observation used by the observer.

Teacher 3 stated:

“The previous observation I was not relax but the last observation I was relax. Also, the previous observation was conducted only to criticise and hit me but the last observation I was told about the visit and we had pre-lesson discussion so it was very good.”

The statement above was also confirmed by Teacher 3 who realised the difference between the process before and after the intervention. He said: “I am not happy with the past process. They come suddenly to my class and criticise me without a prior knowledge. But I am happy with the new one because it had a pre-stage.”

Implementation/skills and competences

4.20 Pre-Observation

4.20.1 Reason of Class Observation

Concerning the reasons for the classroom visits, after the intervention, there was no tangible change in this aspect, as the observers visit the teachers if students complained about one of the teachers and they also make class visits according to their desire to evaluate the teachers and write the annual competency reports. On the other hand, a very important change occurred regarding the number of stages of the classroom observation process, as the observers began to implement the pre-observation stage, which is the stage that precedes the actual observation. Based on the gathered findings from the questionnaires, interviews, and the post-conferences, it was confirmed that the classroom observation process was practiced in two stages only at the English Language Centre. But after the intervention, the perception and implementation changed as the classroom observation process was implemented in three stages, namely: Pre-observation conference, While observation, and post-observation conference.

4.20.2 Importance of Pre-Observation Conferences

Although the observers acknowledged before the intervention that holding pre-observation conferences is important, the data collected from questionnaires and semi-structured interviews before the intervention demonstrated that the classroom observation process at the English Language Centre was only implemented in two stages, the actual observation phase, and the

conference phase. After the lessons. However, as mentioned above, after the intervention, the situation changed, as observers began to implement the pre-conference stage. Where the observers met with the teachers and discussed with them their lessons, as is evident in the conference that took place between the teacher and one of the observers after the intervention.

“Admin 1: good morning Mr. Teacher 9. This is the pre-observation session and I have a few questions to ask before going to the lesson session. So, what are the objectives of this lesson?”

Teacher 9: The objective of this lesson is to make sure you write report writing so I will enable them to give them put an understanding of the writing a report ‘accident report’.

Admin 1: what do you want to achieve?

Teacher 9: I want to achieve after this lesson that students might be able to write the accident report they might be able to fully describe any written form for any accidental situations that they might come across.”

The observers’ responses after the intervention also revealed a deeper and more comprehensive understanding of the importance of conducting the pre-conference observation stage, where the observers said in their answers:

Admin 3: “Yes, it does. Simply because this pre-observation conference reassures the teachers and gives them confidence and, I believe, it helps build [a] mutual trust and respect between the observer and the teacher. It also helps change the attitudes of some teachers

towards classroom observation and the purpose of these observations as they tend to realise that the ultimate aim of conducting classroom observation which is to improve the quality of the teaching provided to the students”.

As for the teachers, they also mentioned in their answers in a semi-structured interview after the intervention that they need to make a pre-semester visit. The teachers expressed their happiness with the application of the pre-observation stage, where some of them compared the current situation with the previous situation and expressed their desire to implement the system, the pre-observation stage.

Teacher 11: “The old method I have many questions. But the new method with pre-discussion I have no problem with, and they are welcome anytime. I feel more [relax] and comfortable when I have pre-discussion. I am not happy with the past process. They come [sudden] to my class and criticise me without [a]prior knowledge. But I am happy with the new one because it has a pre-stage.”

This was confirmed by Teacher 14 when he focused on the importance of the pre-classroom observation stage in making things clearer and easier. He said:

“Before the observer[jump] to my class without any notice and sometimes the observer come for a personal purpose or complain no pre-observation: it was not planned. But now, it is very good and you know what is going on just because of the pre-observation all is clear.”

4.20.3 Notification

Regarding the teachers' notification before the actual visit, the observers' answers before intervention did not differ much from their response after the intervention in terms of approval or rejection, but the justifications for approval presented by the observers differed greatly. For example, before the intervention, the observers agreed to notify the teacher in advance, and the reason they gave was that the observer could properly evaluate the teacher while the teacher was in his/her best condition. "I think it's fine because the idea is that we observe the teacher in his/her best condition so that we can assess them properly." Moreover, we should not forget the observers' answers in the questionnaires before the intervention when asked about surprise visits, as 67% agreed that surprise visits are/were important.

However, after the intervention and after the observers start implementing the new observation method including notifying the teachers in advance, the observers presented logical reasons that reflect a better awareness of the concept of classroom observation to justify their agreement. For instance, Admin 2 said:

Yes, it is proper indeed. Teachers prefer to be notified about the observation well in advance for a number of reasons. First, they will be well-prepared and they will do their best to impress the observer. Second, because teachers feel they are ready for the observation, much of the stress and anxiety that normally accompany the observation session will be eliminated.

Likewise, the teachers responded positively both before and after the intervention. In other words, teachers believe they need to be informed in advance. However, before the intervention, the teachers linked their support for the idea of informing the teacher in advance of their anxiety over the evaluation. As proof, Teacher 9 said:

“Yes, it is very, very important and helpful for me. Because there are things we need to improve and we focus on those things so that when the observer [are] there we prepare ourselves to best and we deliver [it]”

However, after the intervention, their justification was more focused on performance and the way they teach. They justify their need to be notified with the anxiety as one of them stated that they will be less nervous if they were notified in advance. For instance, Teacher 2 stated:

“Yes, I think that’s important. Because there are some criteria for evaluation and teacher cannot cover all the criteria but if he knows about the visit before then in that particular day he or she will try to touch [those] criteria and I am sure that the teacher will be less nervous if he knows before about the class visit.”

Teacher 7 linked the notification in advance with the professional development as he claimed that if he was notified in advance, it will help him to prepare himself and perform better.

“Yes, it is very, very informative and helpful for me. Because there are things we need to improve and we focus on those things so that when we are informed, we prepare ourself to best and we deliver it”

Teacher 15 said that he was supposed to be informed because the procedure of class observation changed and it is not inspection anymore. “Yes, it is supposed to inform the teacher it is not an inspection anymore”.

4.20.4 Briefing About the Criteria of Observation

Most of the teachers' responses before the intervention about informing teachers of the observation criteria were positive, with 53% of the teachers stating that it is very important for teachers to be aware of the observation criteria (see Figure 4.42).

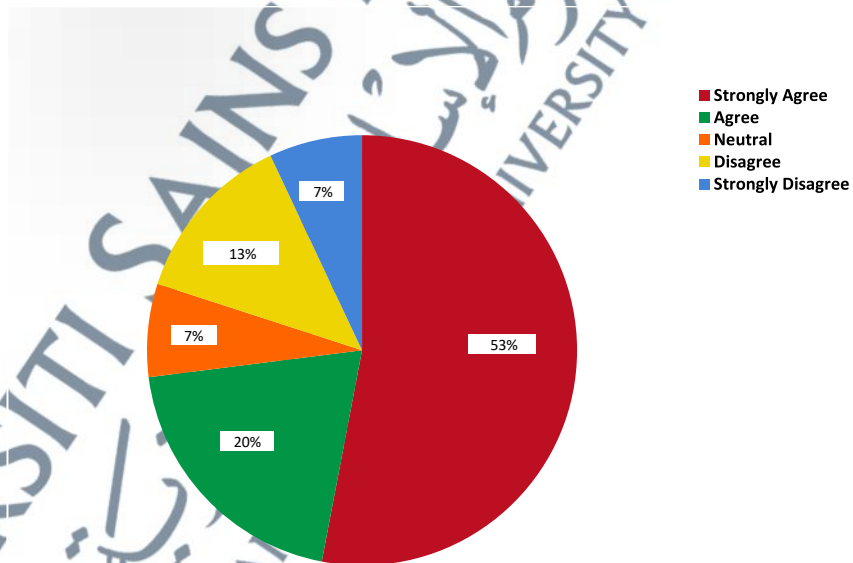


Figure 4. 40 Level of Agreement that Teachers should Know the Classroom Observation in Pre-Conference

The teachers considered this briefing as an essential step for them to meet the expectations of the observers. Teacher 2: "Yes, because if I am well

versed with the standards, I will try to apply what is there and try to meet the request and expectations of the observer." Some teachers also believe that informing the teacher of observation criteria will help the teachers to perform better and get higher grades. Teacher 11: "I think it is because they give me marks, you have to tell me where you're going to give me the signs so I know where to focus on them."

After the intervention, the teachers' answers did not change much, as the results showed that most of the teachers support the idea of being aware of the evaluation criteria, as they stated that they would like to be brief about the criteria that will be used to evaluate their performance, but this time they presented different explanations for their answers. For instance, Teacher 10 stated that he wants to know about these criteria to prepare and equip himself with the necessary materials that he will need to teach better;

"That is the most important for me to know on which criteria I am going to be judged because that will help me to comprised my teaching techniques. If there is lacking something that something the administration require from me, I will definitely meet those things before I go to class."

While Teacher 1 mentioned that he wants to know about these standards in advance because that will contribute to improving the quality of his performance. "Again, a person must be aware of the fact that on [this] criteria he will be judge. Because it helps to improve the quality of teaching"

In general, the teachers want to be briefed on the criteria that will be used in the classroom observation process, the success of the training, and the achievement of its objectives indicating the success of the training and the achievement of its objectives. However, their justification changed after the intervention as to why they needed to be briefed on the criteria. These results indicated that there is a significant change in the teachers' perceptions, which confirms the success of the training and the achievement of its objectives.

4.20.5 Gathering Information About the Lesson

Regarding teachers' answers to their question about whether collecting information about the lesson by the proctor will help in the teaching process or not; The answers of most of the teachers before and after the intervention supported this idea. The teachers mentioned in their answers before the intervention that gathering information would help the teacher understand the observers' expectations for the lesson, which would enable the teacher to meet the needs of the observer and thus obtain a higher rate and reduce teacher anxiety.

Teacher 12: " Yes, I think this will help [much] because you as a teacher will know what do observers want from you to do and how to do it so that you will satisfy them and will score high rate as well".

It should be noted here that the process of gathering information about the lessons before the class visits was not implemented in the ELC, although the teachers' answers support this idea.

After the intervention and after the implementation of this stage, which was confirmed by Admin 1 when asked about how to conduct the pre-

observation conferences and what he should do in this pre-conference conference, he said:

“To me what I did, was talking briefly or asking the teacher, giving the teacher the chance to talk about his planning the Activities the objectives, the materials to be used even students’ reactions to citrinin activates, the kind of assessment the kind of [Activates] group work, pair work and even I asked the teacher what is he expects from us as observers in the classroom”.

The teachers mentioned various reasons, the most important of which is to make things clearer to the observers and teachers and to create a better atmosphere of harmony and understanding between the teacher and the observer. This was inferred by Teacher 5 by saying:

“I would say Yes, not only me but anyone in my situation. I think the more we practice such exercise the better. We need that kind of exercise it is certainly helpful. I found it very helpful. I think it going to be a benefit to students. I am not sure if it will help the observer but it will help me as a teacher stay conscious of what he is looking for”.

Teacher 12 also stated that implementing this step will help in the post-observation conference “definitely because the observer would know what he will see. It will help much in post-lesson discussion”.

4.21 During the Observation

Regarding the implementation of the actual classroom observation process and the method of gathering information during class visits before the intervention, observers relied entirely on checklists where the observer matches the teacher's performance in the classroom with the items on the checklists. Admin 1: “We use the checklist. We stick to the checklist and cover the aspects there. Accordingly, the observer selects the item he deems identical with the teacher's performance, with the aim of awarding a final grade to the teacher”.

After the intervention, the situation changed as observers start using the taking note strategy to record the important points which later will be discussed in the post-lessons conference. The focus of the observer also changes from focusing on the teacher to focusing on teaching and learning. Admin 2 said when asked in the interview after the intervention:

“Well through the observation, I took some notes of course what again but; again, the notes I took we decided [we meaning] The teacher and the observer. We decided on what to take note of and what to focus on. I didn't pay attention to the teacher what the teacher does, How the teacher behave is what are used to do in the past. but now I've focused mainly on the teaching and learning looking at the activities looking at the students. How learning takes place looking at the methodologies used. How do teaching is also going on. That was my main purpose”

The administrators showed a remarkable change in their responses after the intervention in terms of note-taking procedure, where the administrators

explained the procedure of applying it effectively to support teachers and develop the process of teaching and learning. Admin 1: “I attempted to take detailed notes. My focus was on matters that were related to the teaching and learning process and how the teacher worked to achieve his/her lesson objectives”.

4.21.1 Number of Observers

Before the intervention, the teachers were not concerned with the number of observers conducting the classroom observation, even though one of them mentioned that one observer is sufficient to perform the classroom observation process. Teacher 1 stated: “I think one observer is enough because this is the international standard” On the other hand, it was found that the teachers have a fear of the number of visits that the observers make, as more than 65% of the teachers who were interviewed before the intervention asked a question or made a suggestion about the number of visits to be made by the observers for each teacher. Here are some of their questions and suggestions:

Teacher 4: “Why are so many observations going on these days? Because I think so many observations should not be there. but I just want to know”

Teacher 7: “In what situations do the observer decide to observe the teacher. what Should be the reasons behind it? Because I know the teachers are not observed regularly some teachers observed more others less. I wanted to know what the reasons are?”

Teacher 10: “I would appreciate if the number of observations decreases you know because it actually gives job uncertainty to the teacher”

Teacher 11: “Why there is observation for those teachers whom have no [complain] from students’ side? The students are giving 100% satisfaction that this teacher we are happy with, and again go and observe him. Why? Why disturbing him this way. It is some sort of disturbance. Reserve in should be there if there is some complain against that teacher. What to [disturb] and visit the teachers is good this is this motivating the teachers and it’s effects is teaching performance negatively”

After the intervention, the teachers were satisfied with the progress of the classroom observation process. None of the interviewed teachers mentioned anything related to the number of classroom visits or the number of observers who must attend the classroom observation: “yes, I feel [satisfy] with the whole process”.

4.21.2 Interference in the Lesson

There was no significant change concerning the observers’ intervention in the teachers’ lessons before and after the intervention. Seventy-one respondents, 86% of the teachers agreed before the intervention that the observers did not interfere with their lessons. After the intervention, the teachers’ answers were also positive, as the teachers affirmed once again that the observers did not

interfere in their lessons. This non-interference may be due to the observers' understanding that they should not interfere with the teachers' lessons to not influence their performance. About checking students' work, the teachers' answers before and after the intervention were almost identical. In other words, there was no change in this aspect, as the teachers were assured that the observers were checking students' work. The reason for these teachers' answers may be attributed to the fact that teachers do not consider checking students' work as interference by the observers, but rather an integral part of the observer's work while performing the classroom observation.

4.22 Post-Observation Conference

4.22.1 Importance of Post Observation Conference

The results of the pre-intervention interviews indicated that the post-observation conferences for both teachers and observers are a very critical period. Its importance for teachers lies in the fact that after the conference is held, the teacher will know the degree to which he will be granted by the observers, which will result in the observer's decision whether or not to continue in his job. Teacher 13: "It is indeed. Because, based on the post-conference discussion and result I will be able to know whether I am safe or not. Some teachers were fired after getting the post-conference results". To make things clearer, if a teacher gets a high or good score at a post-lessons conference, he will feel reassured and comfortable because that will keep him away from the risk of termination. Whereas if he gets a low grade, he will be under pressure and will feel anxious because he may lose his job. For observers, it is also important because the

observer considers it an opportunity to identify the teacher's weaknesses and inform him about them and what he must do in terms of modification or change. They also consider it as an opportunity to hear the teachers' explanations and justifications about their performance, intending to grant them the appropriate grade they deserve. Admin 2: "Yes, it's very important. The teacher has the right to know what is right and wrong about his performance and what need to change".

On the other hand, after the intervention, there was a significant change in the understanding and application of post-lesson conferences for teachers and observers alike. For observers, their responses expressed a deeper understanding of the role of after-class conferences in providing an opportunity to discuss teachers and motivate them to reflect on their performance and professional development.

Admin 1: "It is important to both the teacher and the observer. It gives the teacher a chance to reflect on his lesson and justify the methods/techniques he used in the class. It gives the observer an opportunity to convey the improvement plan to the teacher".

As for the teachers, their perceptions also changed after the intervention towards the post-observation conferences as they considered it an appropriate opportunity for professional growth by reflecting on their performance, obtaining appropriate feedback from the observers, and building a good relationship with them. Teacher 1: "Yes, of course I always want to know more. Self-reflection in the post-class discussion will help me develop professionally."

4.22.2 Conducting Post-Observation Conference

The Post-conference is one of the third and last stages in the classroom observation process. The findings showed a significant difference in the implementation of the post-conference procedure before and after the intervention. Since the results before observation showed that the admins adopted the traditional inspection method. Where the main goal of the observer is to find the teachers, mistakes criticise the teacher and provide solutions to be implemented. On the other hand, after the intervention, the results showed a significant change in the implementation of the post-lesson procedure, as the proctor began implementing a new effective method based on mutual respect and aimed primarily at professional development and raising the efficiency of teachers' performance. Observers ask questions to help teachers understand the events that occurred during the teaching and relate them to the objectives of the lessons to be achieved. An example of this is the recorded conversation of a post-lesson conference after the intervention:

Admin 3: So, what was your focus mainly on the activity?

Teacher 2: In the activity. To know what is the process to give instruction for the process so it was speaking. What to do this you need to take him step-by-step. I focus on the layout and a focus on grammar. I focus on everything.

Admin 3: Don't you think that they did a lot of reading and writing more than speaking?

Teacher 2: You mean the time.

Admin 3: Yes, I mean this level.

Teacher 2: For this level. This is what they need. They just said for us to be able to produce it otherwise it will not be successful.

Admin 3: What I think is that that lesson was the chance to produce something in speaking

Teacher 2: They had like at last as I remember 30 minutes to produce it right?

Admin 3: But they were reading also.

Teacher 2: No, they read only from here. The other ones there were only photos with two words

Admin 3: Remind me of the task, please?

Teacher 2: It was like do you know the process. I gave them different handouts

Admin 3: Yes, give me one example, please.

Teacher 2: I gave them pictures like strawberries and milkshakes so they have the photo of the steps with one or two words and they have to look at the pictures and talked about the whole process.

The observers' semi-structured interview results also indicated a significant change in officials' perceptions and understanding of the commentary procedure. Admin 1 stated that he changed his old way, stopped giving instructions, and began to play the role of mentor and supporter for teachers to help them discover their limits. "As I said before, I stopped giving direct comments. My role is to help the teacher to identify their limitations. And again, this was really effective."

This significant change in the method and procedure of conducting the post-observation conference was confirmed by Admin 3 when asked after the intervention in the semi-structured interview about how he discovered the limitations of teachers. He said:

“I asked few short questions yes no questions only to direct teachers on what was happening and sometimes I use my notes as examples to help teachers identify these limitations. So, my role was only to help them to find out their areas of improvement and it worked well. To be honest I didn’t know that it’s going to work like that. I thought teacher will resist admitting their limitations, but at the end, now they knew what was happening during that lesson”.

Moreover, he clarified the new method and exclaimed:

“During this session it’s gives first of all the teacher to have some kind of self-assessment or reflection on what happened during the observation and I found that the teachers actually Love this part. they want to tell you to tell the observer why I need a certain activity for example why I did this thing why I didn’t do that thing why was the group work that I chose not pair work for example. It also gives the teachers the chance to think it the positive things they did do you ring that lesson and the areas of weaknesses and that was very interesting the teachers actually did it well he could identify their areas of improvement and they knew their witnesses and that was during the post-observation sessions so yes it was very, very important.”

4.22.3 Providing Relevant and Constructive Feedback

The results indicated that the observer adopted the supervisory approaches of classroom observation before the intervention. Observers were also dominant during the post-observation conference. They looked after the teachers' mistakes, blame, and criticise the teachers. Additionally, these observers direct the teacher to do or to avoid what they like or dislike and tell them what to do to improve their teaching. In other words, the observers focused on teachers and used evaluative judgmental language. As applied in the contexts of the theoretical underpinnings which are the Constructivist Learning Theory and the Cognitive Theory, the behaviour of the teachers and observers is confined with the concept of direct approaches of classroom observation because it is a true manifestation of the knowledge they got from their experience. They could only deliver knowledge to their peers based on what they know. In the context of ADDIE, the implementation of the classroom observation process could only be curbed based on what they get from feedback.

As proof to this scenario, the following exemplifies a conversational excerpt conducted before the intervention:

Admin 3: The problem is sometimes some teachers started elicited the answers of the activity when many students are still working to complete the activities, I mean many still didn't finish it yet so those students were not giving enough time to complete the activity. The next point is TTT. You were talking most of the time and did not give students enough time to talk. The last point is checking the student's comprehension. You asked the students: Do you understand and

students say yes. This is not the right way to check their understanding teachers should use different message to check students the restless maybe sometimes they ask students to give sentences good to see some synonym sentences. I'm in to show their understanding not just to see whether they understand or not. I'm sure you have lots of more techniques to check since understanding. Okay these are most suggestions in general and here you can see your overall score which is 3.2 which is good. I mean anything more than 3. is good. I mean in those teachers who get lower than 3 and sometimes they are in trouble. Anyhow, this all I can say here do you have anything to say?

Teacher 4: yes, I'm happy that I get feedback from you and some suggestions and as I give you some explanation and reasons for your questions if you, please, if those suggestions actually my justifications, are fitting then go for some changes and assess me and give good marks

Admin 3: Okay we can work on that.

Teacher 4: Okay thanks a lot

Admin 3: Thanks a lot, have a nice day

However, after the intervention, the results indicated a significant change in the method of observation to provide feedback on post-lesson conferences. The changes were the usage of the non-directive approach, employing supportive language to encourage the teacher to think about their practice, and letting the teachers identify their problems and find a resolution to them. An example is the following quote from a post-note conferencing, which occurred between the teacher and observer after the intervention:

Admin 2: See, how its fine. Or if you`re completely satisfied and happy about the lesson that`s fine. But is there anything that you think, maybe next time you should focus on, you`ll need to improve on.

Teacher 14: Mmm... something that I can improve... some...

Admin 2: you don`t need to think, if you`re happy already, just say “I am happy with my lesson”.

Teacher 14: Yeah... so... yeah. Improvisation can be at the output level, so there is definitely score for improvement as a teacher, for the students as well. And it`s their improvement that can make me better.

Admin 2: Alright.

This significant change was also confirmed in abandoning the old method which is the Supervisory approach and compensating it by implementing the new method called the non- directive approach. Admin 2 shared his opinion in the interview when asked about how he discovered the limitations of teachers:

“In the past, when I was still a novice observer, I used to provide the teacher with what I thought some suggestions for improvement. Now I believe that was not the best practice. My strategy now is to direct the teacher, through questioning, to their areas of improvement. I mean I ask some indirect questions that help the teacher pinpoints his/her limitations. I found out that this is a much more effective strategy as the teacher felt that s/he discovered his weaknesses, so they were more motivated to work on a development plan.”

4.22.4 Writing the Observation Report

Writing reports by the teacher was a little bit of a new idea for the administrators since they usually write the report themselves about teachers' performance. Therefore, their answers before the intervention were almost the same in which all of them said that report writing is the responsibility of the observer. The principles behind the Cognitive Theory and Constructivist Learning Theory apply to this aspect of the classroom observation process. Whether the report of the outcome of the classroom observation is done by the observer or the teacher, collecting or giving feedback from the participants and to the administration, respectively, is characterised in the Cognitive Theory. The kind of feedback collected from the participants or given to the administrators is a significant factor that affects the development of a training course appropriate for the observers. Subsequently, this domain is linked to the Design-Based Theory where perceptions or feedback are relatively considered in designing the Training Course which also coincides with the definition of the 'D' or Design and Development in ADDIE. The term development could arise from the modification of the Training Course before its implementation as a result of the recommendation of the experts. Further, the writing of the report of classroom observation cannot be achieved if the classroom observation is not implemented. As described in ADDIE where "I" stands for Implementation, this component in the conceptual framework is a step that leads to the writing of the report as applied to the context of classroom observation procedure.

Upon the comparison of responses of teachers and administrators, the following excerpts were lifted to show the flow and change of perceptions.

Teacher 15: “I think the report should be written by the administration not the teacher”. Admin 2 believed that the observers are more capable to do this mission. He also added that the observers are more competent and can enhance the observation process as he stated: “Yes I think is better because the observer will get different ideas, we can improve the process of observation”. The third admin was against the idea of allowing the teacher the chance to write the report. He said: “I think so. Because I will not criticise myself. Also, I think it is the observer of a responsibility to write the report”.

After the intervention, the administrators’ opinions changed as they expressed their agreement for the teacher to write the report or at least to contribute in its writing. The passages below are responses from the administrators.

Admin 1: “Yes, writing a report is an issue itself, and the usual thing I used to do was to write everything myself and identify the problem that the teachers have. I suggest even the ways on how to improve teaching and how the teacher can improve. Writing the termination letters as well. But now I can see it’s fine if the teacher can write his own report.”

Admin 2: “As a matter of fact, this is the proper way teachers talk about the teaching in the pre-observation session they are aware of what is happening during the observation and during the post-observation session they give the reflection they comment on the teaching and learning process themselves. So by default, I think it should be the teachers who [writes] the reports, not the observer, and here we are avoiding mistakes that the observer might do, any ideas that observer

might just write in the report maybe these things didn't happen during the observation so it's better if the teacher does that and then the teacher would, of course, improve when it's to be [improve].”

Admin 3: “I think it should be the teacher because he knows the challenges and limitations as well as he will be suggesting the improvement.”

Admin 2: Building on what I said before since it was the teacher who reflected on his/her own teaching, identified the areas of improvement, came up with suggestions to improve his/her practice, I think it is much better, and indeed the right thing, to let the teacher himself/herself write the report. Doing this will also create a sense of ownership with the teacher, I mean the teacher will feel s/he is responsible for his/her improvement; thus, s/he will be highly motivated to work on an action plan.

This change in the opinion of the administrators is definitely due to the change in the understanding of the crucial goal of the classroom observation process, as the observers realised after the intervention that the main goal of classroom observation is professional development and not evaluation.

On the other hand, when the teachers were asked about their views on the idea of the teacher writing his report, some teachers agreed on this idea:

Teacher: 12 “It would be a good chance for me to glorify myself. Actually, it would be a great opportunity for me to focus on my

strengths. If I have a chance to write that report I will definitely focus on my strength.”

However, only a small number of them opposed the idea and stated that writing reports should be done by observers, not by teachers. “No, I don’t think so. Because I will not criticise myself. also, I think it is the observer of a responsibility to write the report.”

However, after an intervention, the teachers’ answers changed a lot, as many of them supported this idea “I think it's fine because the goal is of the post-observation is communicate the reflection so either way is quite fine” They mentioned that it was a good idea While some mentioned that writing reports should be shared between the teacher and the observer “I think it should come from both sides a [proper] but there should be criteria given to teacher”

This change in the opinion of the teachers seems to have occurred as a result of the intervention, as the teachers’ view of the classroom observation process has changed. It is no longer believed that the goal of observation is to catch mistakes, and the element of fear and anxiety has diminished among teachers. This behaviour defines the positive impact of the Training Course which has been conceived as a result of the Constructive Learning Theory, Cognitive Theory, and the conceptual framework.

Further, this change in the teachers' and observers' answers can be attributed to the intervention, as it became clear to us through the observers' and teachers' answers that the observers' perceptions have changed, as well as their implementation of the classroom observation process, particularly in post-observation conferences. The following response of one of the observers

confirms the extent to which the training changed the perception of the observers towards the class observation process with its new form.

“Hahaha. I like the last question I think I would give myself 9 out of 10. As an observer, I think I’m doing fine cause it’s like an agreement me as an observer agrees with the teacher on how will this [things] should be done the whole observation and we also agree on the type of questions to be asked [on] the pre-observation session. How we should go and even in the post observation session. So, I’m sure I did everything as required and I paid attention to what the teacher said and what the teacher wanted as well. So, as an observer I’m sure I did well. And actually, I like the whole process, because you should look at the teachers faces when they took about their lesson’s teachers. Also like the whole process we are very happy of themselves writing the reports of their commenting on their teaching. And of course, the two nation is out of the way and me as an observer I [made] sure that the whole observation process was taken one seriously and the whole process was convenient for the teachers and even for me as an observer even the time of the lecture was chosen by the teachers themselves. So, I’m sure I did my part.”

This example is a combination of changes in the observers’ competence, implementation of the pre-observation stage, and the purpose of the observation process.

4.23 Summary

This chapter aimed to present the findings of the research related to exploring the perceptions of teachers and administrators about the classroom observation process in the English Language Centre at the Ibra College of Technology and to gain a better understanding of their perceptions and practices of this process. As well as determining the type of competencies that observers need to improve the practice of the classroom observation process, and finally determining the impact of the intervention in bringing about change on the participants, and accordingly, quantitative and qualitative data were collected using questionnaires, semi-structured interviews and observational conferences to obtain more reliable and valid results.

The results were analysed and categorised into themes and then divided into groups according to their relation to the research questions and objectives. First, the results of the first research question (RQ1) were presented under the umbrella of "perceptions" as the main theme, under which other sub-themes emerged and were displayed. This was followed by a presentation of the results of the second research question (RQ2), from which the "implementation" theme emerged as a primary theme, and other sub-themes also emerged under it. Finally, under the third research question (RQ3), the most important changes that resulted from the impact of the intervention in the aspect of perceptions and implementation of the classroom observation process were presented