

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter discusses relevant studies, sources, books, and practices regarding classroom observation. The most significant concepts are discussed in detail in this chapter. The Literature Review will help us better understand the need for a well-planned objective.

2.2 Studies on Classroom Observation

Existent literature on classroom observation focused on the procedure of classroom observation. The work of O'Leary (2020) falls in this context. His book Classroom Observation deals with the importance of classroom observation in the appraisal and the professional development of teachers. In this study, an appraisal is employed by determining the perceptions of the teachers on the current classroom observation process. Also, the concept of professional development through the designed training programme has been considered in this study. Both the perceptions and the appropriate training programme are gaps that have been not considered in the centre. Similarly, Martinez et al. (2016) studied classroom observation in different systems and different contexts. They found that the systems were consistent in their purposes, but they varied mainly in terms of the degree of standardisation of the observation process and the way they operationalised good teaching. Based on the study, the degree of

standardisation has not been considered by the researcher since the term limitations do not apply to the academe. Standards are strictly defined in terms of what is required without compromising quality. Thus, the rules on classroom observation have been designed according to existing rules. However, the concept of Martinez that classroom observation misconduct must be discontinued as it is proposed in this study. Praetorius et al. (2018) found that even though several studies have been conducted in dealing with instructional quality through classroom observation frameworks, there is a need to establish common standards for understanding and studying instructional quality. Thus, a training course and an updated classroom observation tool and guidelines have been designed based on this study.

Recently, however, Ramakrishnan et al. (2021) called for the development of an automated classroom observation through the use of a multi-modal machine learning-based system which will be used for the analysis of video lessons. Their findings were conceived as a method to inform the design of automatic classroom observation. However, while the method of introducing an automated classroom observation seems to be a highly technologised system, this study considers this as a limitation in the curriculum due to financial constraints. In brief, most studies focused on classroom observation as a procedure, and they were conducted in the West. In this study, we seek to understand the perceptions of classroom observation among teachers and administrators in a higher education institution in Oman. This is the first case study of classroom observation in the Colleges of Technology in Oman.

In what follows, we deal with the conceptualisation of classroom observation, the importance of classroom observation, the history of classroom

observation, the types of classroom observation, and the procedure of classroom observation.

2.3 The Conceptualization of Classroom Observation

Scholars have made many valid observations explaining class observation and why it is crucial to maintain a professional standard in an educational institution. Gordove (2002) believes that observation should serve as a basis for professional development. Her belief has been adopted by this research, rather than as a tool for teacher termination. She added that classroom observation should be an avenue to provide teachers with the skills to improve the teaching and learning process. It should mainly help the teachers (Baltimore City Public Schools, 2001) to achieve their educational goals. This is one basic concept that this study believes in because at the onset, it seeks to determine the basic knowledge of teachers and school administrators about classroom observation based on their own experiences (Piaget, 1972) which will subsequently serve as the basis of designing a training programme to rectify or enrich their knowledge about the conduct of effective classroom supervision or observation.

Wilcox and Gray (2000) consider class observation as the main method of data collecting of what occurs in classrooms. This idea was also supported by Bailey, Wragg & Marriott when he stressed that:

A classroom observation is a very useful tool for testing the teaching and learning process via a systematic data collecting procedure (Bailey, 2001). That is why an updated tool has been designed and organised properly containing

relevant factors that will lead to improving teaching and learning. This tool will guide the observers from avoiding the usage of the traditional method of classroom observation. Classroom observation was also defined as a process by which the observer sits in on one or more classroom sessions, records the instructor's teaching practices and student actions, and then meets with the instructor to discuss the observations (Wragg, 1999). The observer's notes must strictly adhere to the components of the tool to make his observations objective. By avoiding subjective comments, the observer could manifest the skills needed as an administrator. After all, it must be noted that "Amid concerns about standards and the quality of teaching, observation emerged as a key method of collecting evidence on which to base subsequent systems of teacher appraisal" (Marriott, 2001).

Observation is a component of many teachers' development programmes and traditionally has served several purposes (Richards & Lockhart, 1992). With pre-service teachers, observation is often used as an opportunity to observe experienced teachers. With teachers-in-service, observation is typically a part of the process of supervision. A supervisor visits a teacher's classroom, observes the lesson, and comments on its effectiveness (Pham, 2004). In both of these situations, observation is associated with evaluation, and for this reason, particularly with teachers-in-service, it often has negative connotations (Freeman, 1982). Richards and Lockhart (1992) discovered that several teachers were resistant to classroom observations. Later, they have realised the value of this administrative task. Also, the researchers' stance to engage these teachers in classroom observation such as peer observation could be a possible resolution to change their negative mindset on classroom observation. Since it is viewed as a

potentially threatening experience (ICT-ELC Compilation of Observation Report, 2012), teachers are often reluctant to take part in observation once they complete their initial training. Based on the study of A'Shizawi (2009), classroom observation is a very effective tool for teachers' professional development. However, this practice is not implemented in ELC ICT based on the pre-interview with selected teachers. Thus, these ideas have been utilised since the researcher adheres to the fact that observation will provide opportunities to teachers as means of professional development as stressed in the Design-Based Theory. This professional development concept is translated into a training programme based on the needs of the observers and the provisions of the Class Observation Policy of ICT as reflected in this study.

Tassel-Baska (2006) believes that classroom observation allows accessing the actual instructional experience that is at the heart of teaching and learning. Observers must only get information based on the classroom observation tool. The learning they derive from the training programme must be applied for them to implement an appropriate classroom observation process. Piaget (1972) posited in his definition of the Constructivist Learning Theory that people must ask questions and assess what they know whether their knowledge is still relevant. Thus, the research stresses the importance of classroom observation as a venue to evaluate what is happening inside the classroom via the perceptions revealed by the teachers using the tool and the interviews. It provides a nexus between the input variables of the teacher and his or her students and the process of instruction itself—a process that combines instructional intent (goals and objectives), curriculum resources and materials, instructional strategies, and classroom management skills within a delimited unit of time (Marshall, 2009).

Both Tassel-Baska (2006) and Marshall (2009) posited that classroom observation is one part of the professional development that allows the critical pieces of teacher knowledge and skills to come together in an authentic opportunity to gain insight into the quality of the learning experiences that are delivered. This concept is used in this study through the designed training programme.

According to Hoy et al. (1986), class supervision is a set of designed activities that aims to improve the teaching and learning process. The purpose of classroom observation is to improve teaching and learning and to promote the professional growth and development of teachers as defined in the Design-Based Theory. Like this study, Hoy (1986) added that understanding fully the perspectives of teachers on classroom observation must not be ignored to provide appropriate intervention for staff development and effect better teaching and learning process. This idea is supported by Starrat and Sergiovanni (1995). They state that class supervision is provided to influence instruction and should facilitate professional growth (Glatthorn, 2004; Angrist and Lavy, 2001). Sergiovanni (1995) also added that classroom observation is an art that releases the teachers' initiatives, responsibility, and creativity to attain educational objectives therefore these items are reflected in the questionnaire designed by the researcher. This is also defined similarly by the stakeholders of the Baltimore City Public Schools (2011) when they revised the policies in conducting observations and drawing teachers' evaluations.

Classroom observation is one of the most common tools that academic administrators use to evaluate teachers' performance (Coe, 2014; Baltimore City Schools 2011, Gordove 2002; Starrat & Sergiovanni, 1995). However, this study

does not equate teachers' performance as a source of termination. Classroom observation is used as a tool for professional development that will lead to the attainment of quality teaching and learning. This is supported by Dewey (1938) in his Cognitive Theory which implies augmenting knowledge to the teachers relative to the training programme provided in this study. Further, the study also employs this concept as a source of professional development (Gall & Acheson, 2011) which is likewise stressed in the Design-Based Theory and the gap of the study. Like researchers and practitioners, it can be agreed that the most effective use of classroom observation is for professional development (Higgins et al. 2014, Tucker, 2005; Montgomery, 2002 & Brown, 1995). This is also reinforced by Ruth (2004) stating that one of the observation purposes is teachers' professional growth and development. In this respect and to gain the needed results from the classroom observation process, Ruth believes that it is necessary to nominate a qualified person who can conduct the observation procedure professionally. However, in the case of many classrooms, the situation is different since the Ministry of Manpower authorises and mandates the Heads or Centres Heads Departments and Coordinators to deal with the observation task and evaluate lecturers despite their huge lack of fundamental observation skills. But Mulyasa (2007) states in a new paradigm of educational management that, headmasters in schools should at least be able to play the role of educator, manager, administrator, supervisor, leader, innovator, a motivator (Chapman, 2009). Part of this role is his ability to conduct class observations systematically and properly. Similarly, Lane and Walberg (2015) explained that as the leader in the school, the principal plays a major role in initiating activities and in facilitating or assisting with the follow-through. The degree to which the principal attends to

these tasks will determine school success (Cotton, 2003). Here, the principal is referred to as the administrator in this study. Thus, the primary method by which principals engage in instructional improvement is through classroom observations (Grossman, 2010) and these observations have “the potential to take on an instructional role if there is some sort of feedback or follow-up discussion between principals and teachers about what happened in the classroom” (Ing, 2009, pp. 341-342). But this study refutes the mediocrity of observers’ know-how and proficient skill in observing classes.

Another reference used in this study is Peters and March’s book named Collaborative Observation: Putting Classroom Instruction at the Centre of School Reform (2008). According to them, the observation process should go through three fundamental stages: the pre-observational conference, the in-class Data collection, and post-observation conference as explained in the succeeding part of the literature. This study posits on this ground that classroom observation should be conducted properly following these three stages. The observers should adhere to the provisions in the training programme and the mandate of the Classroom Observation Policy of ICT.

Classroom observation has many valid and important educational purposes. There are three important purposes or areas where systematic classroom observation has been widely used: (1) description of instructional practices; (2) investigation of instructional inequities for different groups of students; and (3) improvement of teachers’ classroom instruction based on feedback from an individual classroom or school profiles.

One of the fundamental purposes of classroom observation research is describing the current status of instructional practices and identifying

instructional problems which are also stressed by Piaget's Constructive Learning Theory (1978). As Tom Good (2014) puts it, "One role of observational research is to describe what takes place in classrooms to delineate the complex practical issues that confront practitioners" (p. 337). While the focus of Piaget is on determining current instructional practices and identifying instructional problems, the proper conduct of classroom observation must be significantly considered by the observers because it is only by following the updated classroom guidelines and the training programme that observers can better identify the instructional problems. These guidelines and the training programme provide the observers with the techniques on how to facilitate the classroom observation process and thereby address the instructional issues properly.

This online document class classroom observation (2018) states that research using observational methods has yielded important information that has practical implications for the improvement of teaching practices. Again, this statement implies what the Design-Based Theory states. It further mentions that one of the most important purposes of systematic classroom observation is to improve teachers' classroom instruction which is one of the aims of this study. Another is that feedback from individual classroom profiles derived from systematic observations has been found to help teachers understand their strengths and weaknesses and have consequently enabled them to improve their instruction significantly. It inferred that through feedback, teachers could become aware of how their classroom functions and thus bring about changes they desire. It also concludes that this process typically involves having trained observers and systematically observing teachers and their students in their classrooms and later providing teachers with information about their instruction in clinical sessions.

This approach is based on the assumption that teachers value accurate information that they can use to improve their instruction which is stressed in the training programme.

Still another document that supports this study is the article stating that there is growing evidence that feedback from systematic observations can be used to improve teaching. This assumption is also defined in the Cognitive Theory of Dewey (1938) wherein the feedback is used as a guiding tool to accurate mental connection. Several studies such as that of Jane Stallings (2016) have found that teachers could positively change their attitude and behaviours toward pupils after receiving feedback from classroom observations. This factor in classroom observation is well addressed in the reflection stage during the post-observation conference. Good and Brophy's 1974 treatment study exemplifies this type of research. In that study, teachers were given feedback based on forty hours of classroom observation. As a result of this single interview where feedback was given, teachers' interaction patterns changed, and their attitudes toward individual students changed, too. This part of the classroom observation phases or stages is also stressed in this study which is part of the expected outcomes of research question 3. Stallings, Ebmeier, Good, and Douglas Grouws (1979) have utilised similar strategies in other projects. In those studies, teachers were presented with individual feedback regarding their classroom instruction and then were found to change their behaviour in desirable ways. All these studies have found that teachers can improve their classroom instruction given appropriate feedback and suggestions for improvement which are made available in this study.

2.4 History of Observation

Classroom observation was conceptualised even as early as 1820 (Olivia, et. al. 1997). It was named for inspection up to 1850. The purpose of the inspection was to observe the implementation of rules and look for deficiencies. Thus, the inspection was conceptualised as policing method to determine whether teachers were following regulations and identify their mistakes. The parents, clergy, and selected citizens formed a committee that was responsible for observing the rule implementation and deficiencies of teachers. From 1850 to 1910, the inspection has added a term called Instructional Improvement. Classroom supervision was mainly conducted to help teachers improve. So aside from observation as the second purpose of Inspection, classroom observation was aimed at guiding teachers to improve their capabilities in teaching. The people who were given the responsibility were the superintendents and the principals. However, from 1910 to 1930, classroom observation was called Scientific and Bureaucratic. Observation attempted to improve teachers' performance and enable them to become efficient in their work. Aside from the superintendent, the supervising principals and a special central-office supervisor were given the task to do the responsibility. However, this study did not use the superintendents for the organisational chart of ELC does not include this position. From 1930 - 1950 and 1950 - 1975, the purpose of supervision was mainly to improve instruction. However, the nomenclatures were tagged differently for it was called human relations from 1930-1950. However, from 1950 to 1970, observation became Bureaucratic, Scientific, Clinical, and Human Relations. The school-based supervisor was another responsible person to improve instruction besides the principal and the central

office supervisor. The use of the terms collegial, collaborative, peer, coach, and mentor, were added as types of supervision that aimed to improve instruction, increase teacher satisfaction, and expand students' understanding of classroom events. A peer coach or mentor was assigned to do the responsibility in supervision. Until 1999, the aims of classroom observation were not only to improve the instruction, increase teacher satisfaction and expand students' understanding of classroom events but also to analyse cultural and linguistic patterns in the classroom. These cultural and linguistic patterns are not dealt with within this study. The same responsible persons were identified to achieve the aim of observation. However, Gordove, (2002), Glickman et al. (2004), and Sergiovanni and Starrat (2009) conceived supervision as a classroom observation that aims to direct teachers, provide them with professional development programmes, and improve the curriculum. However, improving the curriculum is not an aspect considered in this study because it entails a wider scope of the study.

2.5 The Directive Approach

The Directive Approach is a top-down approach (Montgomery, 2002) in which the observers apply the traditional method while discussing lessons with the teachers in post-lesson conferences (Farr, 2011). The role of the observer in this approach is to guide the teacher and convey information to him about how to teach in a specific way using certain methods that the observer sees as the most appropriate and most effective (Montgomery 2002). In this approach, the observer is the source of knowledge and dominates most of the post-lesson

conference discussions, while the teacher plays the role of listener and implementer of the observer's directions (Wallace, 1991). Although this method is considered a traditional method and has many disadvantages yet, some academics believe that the implementation of this approach is possible, in a certain situation, for example, Copeland (1982) believes that this method is feasible and effective if it is used with the Pre-Service and novice teachers. He claims that the teachers at this stage need someone to guide, direct and tell them what to do and how. Copeland (2008) also supported the idea of applying the direct approach with novice teachers as well as the teachers before service, due to the teachers' lack of experience and their fundamental need for guidance and learning at this stage.

In this study, the directive approach is refuted since it is not facilitative to learning among the teachers. This research considers the significance of teachers' engagement in the post-lesson conference allowing them to discover their strengths and weaknesses. Further, this prescriptive approach has been met with many criticisms by many researchers because this approach is an authoritarian approach in which the observer dominates most of the discussion times and usually imposes his opinion on the teacher (Gebhard 1990) It also deprives the teacher of the opportunity to reflect on his performance and come up with appropriate solutions that he can implement and thus grow professionally. Moreover, this approach may establish a kind of strained relationship between the observer and the teacher as the teacher always feels that he is less than the observer and that his opinions have no importance, and he is merely an implementer of the instructions he receives from the observer (Donaghue, 2015). In addition, the language used in this approach is the language of judgment and

authority, where the observer uses phrases of orders and judgments. For example, the observer says:

You must do such and such.

you have to,

It is better to say

He also uses expressions of blame and reprimand, such as saying

If you did that, it would be better.

You were supposed to say..... As well.

In such a situation, it would have been desirable to do so.

According to Freeman (1982), this type of speech only leads to the observer dominating the entire conversation in post-lesson conferences and in turn marginalising the role of the teacher which of course will not help teachers to develop professionally. Moreover, teachers prefer to receive informational rather than judgmental language in the post-conference period (Pajak & Glickman, 1989). The concept of Freeman has been adopted in this study by avoiding undesirable behaviours of the observers as revealed by teachers in the statement of the problem.

2.6 Types of Observation

2.6.1 Formal Observation

Based on previous studies analysed in the above section, formal observation can evaluate, promote or develop professional development. The concepts of evaluation, promotion, and professional development in this type of

observation are part of the meaning of 3 theories, namely: 1. The Constructive Theory by Piaget (1972), 2. Dewey's Cognitive Theory (1938) and 3. The Design-Based Theory Doreen Nelson (1980s).

The concept of promotion is not considered in such, but evaluation and professional development are treated in this study. The term evaluation has been used in this study as a way to identify the perceptions of the teachers on classroom observation and a means to measure the skills gained by the observers in implementing proper classroom observation based on the training programme. On the other hand, the second type of observation called Informal Observation is used only for professional development if implemented accurately by skilled people as required in the Design-Based Theory. Again, the phrase 'skilled' people are emphasised in this definition similarly highlighted in this study.

According to Fisher (1995) and the British Council Guide to Continuing Professional Development (2015), classroom observation serves both goals of evaluation and development (Dewey, 1938). It can either be formal or informal. Formal observations are part of the performance management process in a learning centre. It may have a developmental and/or evaluative function. Formal evaluation of education is recognised by its dependence on checklists, structured visitation by supervisors or administrators. This checklist has been adopted in this study to avoid bias in providing results on classroom observation. According to the ICT-ELC Manual on Classroom Observation, a Formal Observation has the following features. First, it is an announced visit for which a pre-conference should be conducted. However, the administrators do not apply the pre-conference stage of observation based on the teachers' interview feedback and the pre-questionnaires given.

Further, during the pre-conference, the teacher tells the observer what they are going to teach and how they will do it, yet they do not follow this procedure (Feedback, Moodle, 2012-2016). After observing the lesson, a post-conference is conducted in which the observer gives feedback to the teacher observed (Richards & Lockhart, 1992; Gordove, 2002; Fajonyomi, 2007; Baltimore City Schools, 2011). In some cases, teachers are not given any post-observation feedback (Feedback, Moodle, 2012-2016). In most cases, it is evident that the post-observation conference lasts longer than the pre-observation meeting due to the systematic procedure followed. For instance, the observer directs the teacher to reflect on their performance, covering what occurred in the lesson (the activities, teaching techniques, students' reactions, and the outcome). Then the observer needs to comment on teachers' performance has to cover all the steps, and the observer should observe 45-minutes or the entire class period. Also, this practice is not conducted for all teachers. More than the pre-conference, it should proceed with the post-observation conference (Hammond, 2010; Harris, 1995). A formal observation is also considered a summative observation (Ministry of Education and Culture, Nicosia, Cyprus, 2011). It is usually used as a source for evaluating teachers. It is considered an insufficient type of evaluation for improving teachers' performance and it is also a basis to award performance rewards or establish sanctions for underperforming teachers.

2.6.2 Informal Observation

As stated by Mutua and Mulanda (2008) and Downey, Steffy, English, Frase, Poston, 2004, informal classroom observation is conducted by a member of the administration team, a supervisor, or a colleague to observe one of the

teachers to gather information on the curricular activities and the teacher's performance. Informal observations are similar to formal observations and observers provide feedback to teachers after lessons (Ing, 2009). However, informal observations are typically shorter than formal observations, usually 10-30 minutes. They are not precluded with a pre-observation conference, so teachers do not have prior knowledge if they will be observed (Zepeda, 2013). Based on the data gathered from interviews and questionnaires, this is not currently practiced at ELC at Ibra College of Technology

The informal observation can be beneficial for both the observer and the observed, mainly if the observer is a novice teacher where they will observe and learn from an experienced teacher as explained in the Constructivist Learning Theory (Piaget, 1972). However, ICT does not practice informal observations at all. Moreover, informal observation usually does not last for long; it is short. With a maximum time, the limit of 15-20 minutes, the observer will only focus on one or two aspects. Therefore, for professional development, informal observation should be conducted more frequently. This idea will help enlighten the respondents that observation should be performed more than once to adopt an excellent professional development programme in the Centre.

Through this observation process, the teachers will have more chances to reflect and improve their performance (Piaget, 1972). Zepeda (2013) also stated that informal observation should be conducted more than 3 times to capture a sustained picture of teaching and learning. She believes that conducting more informal observation leads to engaging the teachers in discussing their instructional practices and reflecting on their performance and developing them professionally. Feedback is a necessary component of instructional improvement,

which draws from research on formative assessment (Ing, 2009). Specifically, teachers require ongoing feedback that helps identify areas for future growth. (Ovando, 2005; Robinson et al., 2008; Stronge & Hindman, 2003), affirm their efforts (Roberson & Roberson, 2008), and identify areas in which they can improve (Ovando, 2005; Tuytens & Devos, 2011). The feedback can be given either on the same day or the day after, whether through a face-to-face conversation, over a phone call or via an email.

2.6.3 Focused Observation

Focused Observation is considered a type of informal observation that is commonly practiced in the ELC. This kind of observation allows administrators and teachers to model and reflect, as defined in the Construct Learning Theory (Piaget, 1972), and/or discuss the instructional strategies employed during a lesson (Hammond, 2015). For example, a teacher may want to check a specific aspect (chance distribution) among their students. They may ask one of their colleagues to visit, observe and evaluate how they distribute the chances among their students. To check the chance distribution among the students, the observer may use a checklist to register whether the question was directed to the strong students and ignored the weak ones, or distributed equally to all students, incorporating the Cognitive Theory of Dewey (1938). Focused observation intends to provide feedback and guidance regarding specific areas of weakness or strength. The focus may also occur based on the post-conference and the need for follow-up observation. Frequently applying focused observations will create a culture of reflective practice and lead to professional growth. In this study, the

administrators believe that classroom observation may use the Focused Observation model at ICT. Lloyd, C. M. Modlin, E. L. (2012) state that:

“Focused Observation is a way of looking at teachers, classrooms, and teaching practices in the context of the coaching partnership. It is the intentional and systematic way coaches and teachers gather and record information for use in reflection and feedback. A PBC observation is focused when it is guided by the action plan and focused on the teacher’s goals. Coaches and teachers agree on the times when an observation will occur. Coaches then use these observations to prepare for the next stage of the coaching cycle: reflection and feedback”.

This idea will also allow the administrators to rethink what focused observation is and how it can help the teaching and the learning process.

2.6.4 Unfocused Observation

An unfocused observation is the most commonly used type of observation in ICT- ELC. French (2013, p.146) states that it is like a wide lens video camera that looks at different activities as far as it can see. He further explains that an unfocused observation has no planned or intended focus and that is why the administrators use a checklist that contains a lot of elements or activities. They are not aware that an unfocused observation does not use any checklist or template. Buckingham (2002) states that the recommended approach is to record factual and descriptive information and leave the interpretation until after discussing it with the teacher. Buckingham (2002) adds that there are challenges associated with bias and subjective judgment using this method. Still, training can support the ability to describe what is observed objectively – and that

is what this study will also employ. Further, the observer's feedback will help the teachers to develop their skills because they discuss what went well in their lesson and what was not satisfactory.

2.6.5 Peer Observation

Peer observation is also another kind of informal observation used for professional development in which teachers work together to discuss and share ideas about current teaching practices. Subsequently, it enhances the teaching and learning process. Eri (2014) and Kitagaard (1974) state that Peer Observation Teaching (POT) is a process in which an educator observes the teaching of other educators, providing them with constructive feedback for professional development (Swinglehurst, Russell, & Greenhalgh, 2008). Bell and Marzano (2005) suggested a thorough definition of POT as:

“A collaborative, developmental activity in which professionals offer mutual support by observing each other teach; explaining and discussing what was observed; sharing ideas about teaching; gathering student feedback on teaching effectiveness; reflecting on understandings, feelings, actions, and feedback and trying out new ideas.” (p. 15)

Eri (2014) also defines POT as a reciprocal process where a peer observes another's teaching (e.g., classroom, virtual, online, or even teaching resource such as unit outlines, assignments). Peers then provide constructive feedback that would enable teaching professional development through the mirror of critical reflection by both the observer and the observed (Brookefield, 1995).

Also (Crandall & Miller, 2014) linked the development to the needs of teachers. They emphasised that development is only effective when it is aligned

with teachers' needs for practice. Another important factor to mention here is time, which provides learning opportunities over a long period for teachers who implement peer observation with colleagues to enhance their skills and professional development (Desimone, 2009, 2011; Guskey & Yoon, 2009; Timperley, Wilson, 2007). Barrar and Fung, 2007).

In contrast, Wajnryb (1992) downplayed the importance of formal class observation which is usually carried out by supervisors. He claimed that this type of classroom observation in general causes anxiety and fear for teachers because it is first imposed on teachers from the outside and is primarily aimed at evaluating teachers (Freeman, 1982; Williams 1989; Crooks, 2003).

The research conducted by Moradi, Sepehrivar, and Khadiv (2014) also confirmed the teachers' dissatisfaction with the classroom observation process carried out by the supervisor because it is a process of evaluation and criticism of teachers. On the other hand, the application of peer observation is the most appropriate option because this type of classroom observation does not constitute a threat for teachers as it depends mainly on the desire of teachers and agreement among them to carry out this process with the aim of professional development. This is done by focusing on certain aspects of the educational process and is thus considered a tool for the professional growth of teachers, Borich, 1999) and the modification of their practices (Richards & Farrell, 2005).

Teachers consider peer observation as a professional method that provides an opportunity for them to practice the process of deep critical thinking and reflection on their performance and thus contribute significantly to improving their performance and learning outcomes.

This concept is confirmed in the Practical Guide for Educators issued in 2018, where the guide asserts that peer observation is a developmental opportunity for educators to learn from each other's practices by providing constructive feedback. "Peer observation aims to support practice engagement and build self-awareness about the impact of teaching practice on an individual to effect change" Victoria states (2018).

Peer observation aims to support practice engagement and build self-awareness about the impact of teaching practice on an individual to effect change. Victoria states. (2018) The mentor also stated that peer observation enables teachers to improve their abilities and develop a shared understanding of classroom practice by reflecting on their performance and obtaining feedback.

2.7 Process of Classroom Observation

The process of classroom observation is a majorly significant factor in this study and the perceptions of administrators will determine if it is implemented accordingly. According to Indiana University (2016), the classroom observation process consists of 3 stages. The first stage is a pre-observation conference where the observer obtains information from the teacher concerning their class aims, students, and a particular teaching style. The second stage is the actual classroom observation, where the observer checks the extent to which the teacher achieves the required teaching criteria. The third stage is the post-observation conference, where the observer discusses the classroom observation in-depth with the teacher. Many pioneers of education have practiced this division of the observation process.

However, the Centre for Innovative Teaching and Learning at Indiana University Bloomington states that the observation process should follow 5-steps, namely: a pre-observation meeting where the teacher and observers agree on what to observe; review of course materials by the observers made in different sessions; observation process which shall be conducted by different raters or observers in different sessions; meetings of the observers for reconciliation of any differences and to prepare the final report; and the post-conference which shall be facilitated by the observers. This concept was introduced by Gordove (2002) and Schoenfeld (2012), but the latter stressed that classroom observations should be done according to the teachers' needs with an agreement between the observers and the teacher. Schoenfeld (2012) also states that observations should improve a teacher's capability in teaching. While this principle contains 5-parts, this study has still lifted this idea for the components are similar to the tool used in defining the classroom observation process, namely: the Modified C. Roland Christensen Centre for Teaching and Learning Guidelines for Effective Observation and the Modified Maryellen Weimer's Guidelines for Classroom Observation. Another concept about the observation process that is also employed in this study is introduced by McCarthy and Quinn (2010). They concluded that teacher supervision, or classroom observation, is applied by principals to develop the skill set of teachers, which typically follow 3 separate processes, namely: (a) observation, (b) analysis and (c) an action plan for future growth (Fisher; 1995). Through these processes, McCarthy and Quinn infer that the principals are the lynchpin to practical supervisory efforts. They observe instruction, build trust with those they supervise, and provide an instructional focus for schools (Leithwood & Day, 2007; Paredes Scribner, Crow, Lopez & Murtadha, 2011).

McGreal (1982) introduces the process of classroom observation in the following stages:

2.7.1 Pre-Observation Stage

This is the first stage of the classroom observation process where the observer holds a meeting or what is known as a pre-class conference with the teacher who is to be visited. This conference is generally held to allow the observer to obtain more information about the lesson supposed to be observed before the actual observation (Mc Greal, 1982). Several benefits may emanate from holding this conference, but the most prominent of them is the observer's familiarity with the general framework, as he will have a prior expectation and a clear mental picture of the lesson that will be observed. It will also build a good relationship and strengthen the bonds of trust between the teacher and the observer (Zepeda, 2013). This was also emphasised by Ovado (2006) who stated that the prior observation meeting between learner and observer can provide insight into the learning environment created by the teacher. However, this study does not involve the learner in the pre-observation stage. It is a meeting between the observer and the teacher to be observed.

According to Ubben, Hughes, and Norris (2004), the purpose of the pre-observation conference is to frame the upcoming extended observation and includes a discussion between principals and teachers concerning the objectives of the lesson, instructional strategies to be used during the lesson, methods by which students will be evaluated and how the lesson will be summarized.

From a legal perspective, Macy (2014) considers pre-observation:

‘a means to provide the teacher with a list of the observation criteria that the school district valued... The conference ensures that both principals and teachers have a common understanding of what constitutes an extended observation and how the lesson will flow.’

In all cases, the pre-observation conference serves as an opportunity for teachers to explain the context and culture of their classroom and reflect upon the lesson they are about to teach (Garman, 1986).

For Hadingman (2010), pre-observation is a fundamental and often overlooked part of the process. She assumes that this part of the observation process will simply know what both the teacher and the observer will be focusing on during the classes. Thus, they need to meet in advance to identify the goals to be achieved and the specific aspects of classroom activities that will allow the teacher to achieve these goals. Further, the course materials must be identified well as the content of the course from the tools and the instruments used to teach cannot be isolated from each other. Also, the time frame of the review should be discerned since one cannot get a full impression of the reviewee’s teaching from a single lecture.

Regarding the implementation of the procedures of the pre-observation conference, the experts at the National Institute for Excellence in Teaching have set some standards with the aim of improving the practice of the pre-observation conference. They suggested that the teacher be notified of the conference one to two days before the observation. And the conference lasts between 15-20 minutes. They also indicated that the observer needs to prepare a set of questions, which in general can be divided into four basic groups, the first group includes general questions about the lesson that will be observed. The second set includes

questions about the objectives of the lesson. The third set of questions includes the structure of the lesson in terms of the procedures that will be followed at the beginning of the lesson, during, and at the end of the lesson. The fourth and final set of questions covers activities and materials. The observer asks questions related to linking activities and lesson objectives, how the lesson relates to students, and the strategies and techniques the teacher uses during the lesson to raise students' understanding and learning. They also cautioned that in the pre-observation conference, observers should be careful and avoid affecting or changing the teacher's plan. Observers should avoid providing significant feedback on the lesson plan before observation. Rather, it is suggested that the lesson plan and materials be reviewed in advance with a view to better positioning the assessors in collecting focused evidence and providing good feedback after observation (Ave, 2020).

2.7.2 While – Observation Stage

This stage of actual observation is the core of the entire classroom observation process, as it is based on the success of implementing this stage that the success of the entire classroom observation process is determined. Therefore, it is very important for the observer to be fully aware of his role and what he must do during the implementation of this stage. It is also important for the observer to have the skills and competencies that help him to carry out this task to obtain the desired benefit. Based on the Model Observational Protocol published by the Massachusetts Department of Elementary and Secondary Education, the primary objective of the observer during the classroom observation stage is to actively collect evidence. Thus, the observer has to collect evidence regarding the process

of teaching and learning undertaken by both the teacher and the student alike. However, the observer does not have to make judgments or conclusions at this stage but rather collect evidence that would reflect exactly what is happening in the classroom to be discussed later with the teacher in the post-class meetings. It is also desirable that the evidence be varied to include a balance between summary statements as well as direct quotes.

According to Hardingham (2010), it is a good idea that the observer sits at the back of the class to have a comprehensive view of the entire room. This angle will not lead to students' distraction in the course of the teaching and learning process. Thus, it is important to be away from others so that the teacher will not feel anxious. Furthermore, the observer should take notes on what the teacher and students say and do to justify the impressions of the observer during the pre-conference (Ubben, Hughes, & Norris, 2004; Baltimore City Public Schools Observation and Evaluation Guidelines, 2011; the ICT's English Language Centre Criteria on Formal and Informal Observation, 2009; the Sultanate of Oman's Ministry of Education Senior Teacher Course, 2010; and the Vietnam-Australia Training on Classroom Observation, 2004). This method will allow the teacher to understand the observer's impressions. This method will allow the observer to gather as much evidence as possible and use it later in the discussion at a post-observation conference. The implementation of this method will also contribute to the teacher's conviction of the observer's comments, as these comments will be based on real evidence and not just mere personal opinions or whims.

2.7.3 Post- Observation Stage

The last and most important stage is the post-lesson discussion in which the observer and the lecturer discuss the lesson step by step in detail. The place to conduct the post-lesson observation must be comfortable, taking into consideration the teacher's privacy. The observer needs to be positive and do his best to provide the lecturer with constructive feedback for the sake of professional development. To start the post-conference, reflection must be highlighted (Marzano, 2005). This method will provide the teacher democratic environment and an expected positive discussion. It should also focus on the data collected during the observation process and should be presented in a non-threatening manner (Olivia and Palwas, 2001).

The Centre for Innovative Teaching and Learning at Indiana University Bloomington states that the observation process should follow five steps, namely: a pre-observation meeting where the teacher and observers agree on what to observe; review of course materials by the observers made in different sessions; observation proper which shall be conducted by different inter-raters or observers done in different sessions; meetings of the observers for reconciliation of any difference and the final report; and the post-conference meeting which shall be facilitated by the observers. This concept has also been introduced by Gordove (2002) and Schoenfeld (2012). Further, the latter also stressed that classroom observations should be done according to the need of the teachers and should be an agreement between the observers and the teacher. Both educators believe that observation should lead to the improvement of teachers' capability in teaching. In this study, there are only three stages considered, rather than 5 stages. The pre-observation meeting would only include the review of the materials. The second

phase is the observation proper, and the third phase is the post-conference which could include the reconciliation of differences.

In an article written by Coe et al. (2014) and Estacion et al. (2011), they emphasised that class observation is one of the best assessment tools to determine the effectiveness of teaching and learning. Further, they argued that observations should be conducted systematically. In this way, it will develop well-organised teachers who are reflective and self-directed. Tucker (2005) also pointed out that aside from using a procedural programme in-class observations, it should also encourage the teachers to strive more, thus administrators should conduct the conferences in a facilitative manner.

In supervision and instruction, Gordove (2002), Fischer (2005), and Russ (2015) agree that class observation should be done appropriately. Doing it appropriately will help avoid the observers and the teachers from conflicts and will create better opportunities for teachers since they will discover their strengths and limitations. They also stressed that during the pre- and post-conferences, teachers should be asked the questions such as what they need, what they think should be done, and what has happened during the observation proper. Teachers should also make their objective observations using the checklist or the observation form. Videos can also be utilised to record the actual teaching and to arrive at objective observations. Supervision and evaluation are also linked through identifying, planning, and providing professional development to increase teacher effectiveness and student achievement (DiPaola & Hoy, 2008, p.4). The evaluation process should incorporate constructive feedback to the person being observed. Marzano, Waters, and McNulty (2005, p. 5) suggest creating a system that provides feedback as the core of the responsibility for

observations and evaluation. Teachers want and need the principal (evaluator) to share constructive feedback, provide advice and encouragement, and give pedagogical feedback promptly (Zimmerman & Deckert-Pelton, 2003, p.6).

The post-observation conference allows the principal and teacher to meet to conduct the post-observation conference (Ubben, Hughes, & Norris 2004; Zepeda 2013), the most important step of clinical supervision (Oliva & Pawlas, 2001). The purpose of this conference is three-fold: (1) review and reflect upon the data collected during the extended observation, (2) link professional development opportunities to areas of teacher needs or interests, and (3) begin to discuss and preview the next extended observation (Zepeda, 2013). The post-observation conference should take place no longer than five days after the extended observation and all strengths, weaknesses, and plans for professional development or remediation should be well documented and signed by both the principal and teacher (Macy, 1988). At some point in the preliminary interview I have conducted, teachers revealed that there were instances that post-conference was not conducted. Further, when planning for the post-observation conference, principals should revisit the explicit focus of the lesson, shun the desire to interject their own biases into making sense of the lesson, and frame a conversation starter to begin the reflection process (Zepeda 20013). The most common supervision model (Oliva and Pawlas 2001; Ubben, Hughes, and Norris 2004), and one valued by teachers (Bouchamma 2005), is called clinical supervision, which gained notoriety during the 1960s and is attributed to Goldhammer (1969) and Cogen (1973). The model contains the following elements: (1) a pre-observation conference with the teacher and principal, (2) an extended observation by the principal noting strengths and weaknesses, and (3) a post-observation conference

with the teacher and principal in which the lesson is discussed in detail highlighting strengths and weaknesses (Zepeda, 2013).

2.8 Frequency of Observation

Another concept introduced in this study is the frequency of observations. Although little has been said in the literature on the frequency of observation, the authors cited below present common denominators as far as the frequency of observation conducted is concerned. Gordove (2002) and Russ (2015) believe that many raters should do class observations for validation. Another quantitative study suggests using multiple sources of data for teacher evaluation, including peer review, lesson plans, classroom observations, and portfolio reviews (Namaghi, 2010). This process will show a higher-reliability in-class observation as a basis for making qualified teachers and administrators, which is relatively in keeping with the concepts of Piaget's Constructivist Learning Theory (1972) and Dewey's Cognitive Theory (1938).

As shown in 2 documents, namely ICT's English Language Centre Criteria on Formal and Informal Observation (2009) and the Sultanate of Oman's Ministry of Education Senior Teacher Course (2010), the number of classroom observations visits should be at least two to three sessions per year. This number of visits is the ideal number before the final teacher's evaluation result that should be prepared. This frequency may indicate high validity results and fairness to teachers (ICT's English Language Centre Criteria on Formal and Informal Observation, 2009; and the Sultanate of Oman's Ministry of Education Senior Teacher Course, 2010). Another important point to note is the number of

observers. It is not recommended to have more than one observer in the classroom in the same lesson for several important reasons. For example, students may not feel comfortable having more than one stranger in their classroom which may affect their performance. Likewise, for teachers, the presence of more than one observer in the lesson may cause some teachers a kind of anxiety, tension, and loss of self-confidence, particularly if they are novices. This, of course, has other serious repercussions, as it may sow doubt in the students about the abilities and competence of their teacher.

Also, the presence of more than one observer in the lesson may not be fruitful in an expected way in the post-lesson conferences, as each observer usually presents different opinions and ideas to the teacher, which may cause some kind of confusion for the teacher. It may also cause a decrease in the level of transparency of teachers, as the teacher usually finds it embarrassing to admit his mistakes in the presence of more than one observer in the post-lesson conferences and this does not serve the primary objective of the classroom observation process, which is the professional development of teachers. As part of this study, this factor is also considered in the questionnaire to determine the number of classroom observation visits as the results will contribute to the training programme's content and classroom observation policy to be recalled, modified, and/or changed.

2.9 Observer's Competencies

As part of the variables sought in this study, the observers' qualifications and competencies are considered to determine the effectiveness of the conduct of

class observation. Indeed, observation is a challenging task requiring skilful people with substantial experience and background knowledge (Archer, Cantrell, et al., 2005; Joe, Tocci, & Wood, 2005). Observers must filter a dynamic and unpredictable scene in the classroom to find the most crucial performance indicators, make an accurate record of them and then apply a set of criteria as intended (Archer & Wood, 2005; Baltimore City Schools, 2011; Taylor, 2012).

Adeniyi (1993) concludes that the country's manpower development depends on the quantity of its well-qualified teachers and administrators and knowing teachers' and school administrators' capabilities can be discerned through class observations (Ruth, 2003; Cotton, 2003; Crow, 2001). On the one hand, the administrators' supervisory skills will be tested, however, on the other hand, the teachers' competence will be determined through the actual teaching and learning process. As a result, the ELC will achieve its goal, which is to achieve an excellent educational opportunity for its students. Indeed, the educational programme's success or failure mainly rests on satisfactorily qualified, professional, competent, and dedicated teachers (Ngada in Fajonyomi, 2007). Also, Seweje and Jegede (2005) and Rivkin (2005) note that a teacher's ability to teach is not derived only from their academic background, it is based upon outstanding pedagogical skills acquired by teachers and administrators. Furthermore, Richards and Lockhart (1991) identified many issues that need to be addressed to make observation activities effective (Good & Brophy, 1987; Acheson & Gall, 1987; Day, 1990; Master, 1983; Pennington & Young, 1989). These issues are related to the responsibility of the observer to make the observation process effective. The observer should have a clear focus and Richards and Lockhart (1991) believe that observation's value is increased if the

observer knows what to look for. An observation that concludes with a comment such as, “Oh, that was a really nice lesson,” is not particularly helpful to either party. On the other hand, giving the observer a task, such as collecting information on student participation patterns during a lesson, provides a focus for the observer and collects useful information for the teacher. Another issue that researchers stressed is that the observers should use a specific procedure that is never practiced in ICT-ELC. According to Good and Brophy (1987), Acheson and Gall (1987), Day (1990), and Master (1983), lessons are complex events with many different activities coinciding. If the observer wants to observe, for example, teacher-student interaction, various procedures could be used to make this task more effective.

The last issue they have emphasised is the objectivity of the observer in performing his duty. Both the observer and the observee agree that the observer should remain an observer. An observer cannot observe effectively if they are also a participant in the lesson. These principles were used to develop the project conducted by Richard and Lockhart about teachers' perceptions of classroom observation.

2.10 The Need for Training

A key role in achieving excellence in schools today is attracting, developing, and retaining effective teachers (OECD, 2005; Barber & Mourshed, 2007). This can only be achieved by providing teachers with the right experience insofar as classroom observation is concerned. According to the Constructivist Learning Theory (Piaget, 1972), schools will have the right people only when the

right knowledge to its stakeholders through the right experience is provided. Thus, any form of teacher evaluation to identify the need for professional development (Namaghi, 2010) should proceed with the scheme to provide the appropriate opportunities among the teachers and the school administrators. For instance, the Faculty of Science of Education, Stefan cel Mare University (2011) has found that formative evaluations help the teacher identify their strengths and weaknesses and are used to help make improvements through professional development. Similarly, this study considered the dissatisfactory perceptions as a basis of the classroom observation training programme.

According to the Baltimore Public City Schools Guidelines of Observation (2011), while observation is used as a tool for helping teachers improve professionally, formal training should be conducted to school administrators to provide teachers with the right experience (Piaget, 1972). During the designing of a programme, it should identify the needs of the teachers through an Instructional Framework that is well defined in the manual used by the Baltimore City Public Schools (2001) to ensure relevant training that meaningfully suits the teachers and the observers. Similarly, this study will also consider the needs of the observers after analysing the perceptions using the classroom observation guides. These assumptions are supported in the theories of Piaget (1978) called the Constructivist Learning Theory and the Cognitive Theory of Dewey (1938). Through this training, the programme should recalibrate teachers and school heads in using a systematic approach to address academic excellence (Pham, 2004).

Sparks (2012) believes that school administrators must understand how good class supervision should be conducted. He added that these administrators

have to possess the requisite competencies such as the proper conduct of classroom observation. He also pointed out that they must share a culture that nurtures a collegial exchange of ideas where observation should not be used as a basis of performance but professional development. The researcher assumes the same theory (Di Paola & Hoy, 2008). That is why this concept is employed in this study.

Gordove (2002) claims that administrators are the most influential people in the educational process and, as educational leaders, they should impart the right knowledge to teachers whatever is undertaken in the educational process. Therefore, a training programme on the proper conduct of classroom observation should also be provided to them (Branson, 1978) to fill the gap revealed in this research. Similarly, Sheal (1989) believes that administrators have to be given workshops based on their needs so that they share the best practices in the educational system and be provided with a venue where they can overcome the obstacle in the implementation of classroom observation. Observers must employ observation as a tool for professional development rather than a means of punishment. Thus, this study utilises the assumption of Sheal for it is indeed useful to train administrators as shown in the preliminary interview conducted by the researcher among the selected teachers across the CoTs.

Gorton et. al. (2007) conclude that school administrators must undergo regular administrative and supervisory training for them to be effective instructional leaders in their respective schools. This is supported by the National Educators Academy of the Philippines (NEAP) which requires school administrators to undergo a one-month training programme. The NEAP training is spearheaded by highly qualified educational leaders of the country before

school heads are promoted as supervisors, school principals, or head teachers (Robles, 2018). The training mainly caters to capability development which includes managerial skills development as the proper conduct of classroom observation and school planning, in general. It also provides immersion activities where they are brought to high-performing school administrators who have been effectively handling schools. This training concept is also adopted in this study for administrators will be trained based on the dissatisfactory statements perceived by the teachers and the administrators themselves. The teachers will also be included in the training so that they become aware of the acceptable norm in conducting classroom observation.

According to Protheroe (2013), school administrators are campus leaders and instructional mentors who influence teachers toward school improvement. As campus leaders and instructional mentors, they must possess the knowledge based on training and share them with the teachers. Blase et. al. (2001) state that educational leaders can only be updated by attending seminars and training on administrative skill development. One of these skills emphasised by Blasé et.al (2001) is the proper conduct of classroom observation.

Gordove (2002) stresses in a forum attended by master students in educational management that before one becomes a successful school head or an education supervisor, he must be trained in the conduct of any form of classroom observation for this is one of the delicate roles of school administrators. This assumption was proven by a study conducted by Zaare (2012) when she pointed out that an effective peer observation must require training in observational and analytical skills because it requires professional ethics and objectivity.

Wiseman (2004) states that principals or school administrators have to gain school leadership and management styles to make them effective instructional leaders. As such, he recommends that they should be provided with special training in job skills and managerial accountability to achieve a better output. This concept is supported by Moorman (2008) who stresses that training should be provided to school leaders, especially on the conduct of classroom observation which is the springboard of teacher development and student learning.

Rockoff and Speroni's (2010) study found that teachers are the best source of the development of a training programme. Teachers' perceptions are the most relevant information that will lead to the creation of a class observation programme which is why this study will use the perceptions of the teachers on one side. This is because the additional critical feedback received during the evaluation process is beneficial in creating a classroom observation training course (Taylor & Tyler, 2012; Zimmerman & Deckert-Pelton, 2003). The study of Clark (1996, p. 22) reveals the importance of teacher participation in evaluation planning, evaluation timelines, and how the methods of evaluations are carried out. Koster, Brekelmans, Korthagen, and Wobbles (2005) support the idea of positive perceptions and attitudes towards teacher evaluation when teachers participate in the process of identifying tasks and competencies to be evaluated. This can be done through the conduct of the post-conference where teachers are allowed to suggest as it is best for them. Tuyten and Devos (2009, p. 29-30) added that teachers' perception about teacher evaluation would play a huge role in the success or failure of new policy implementation that shows educational accountability. Finally, a well-designed training programme can provide

educators with information in regards to teaching, can encourage self-reflection, and can create conversations between teachers and administrators about effective teaching skills (Taylor & Tyler, 2012; Green, 2010) using the pre-post conference results of the observation process as employed in this study.

2.11 Related Studies

To intensify the bases of this study, several related past studies about classroom observation have been scrutinised and employed. One of the prominent studies was conducted by Martinez, et al (Felipe Martinez, 2016) where sixteen classroom observation systems were sampled coming from highly performing institutions of Singapore, Japan, Chile, Australia, Germany, and the United States. Among the gaps that were addressed is the provision of an analytical framework for understanding observations systems across context and the policy aspect that shapes these systems. In a similar direction but with a limited scope, this study also aims to fill the gap on understanding a better system of implementing a classroom observation process and providing a set of appropriate guidelines that would enrich the competencies of the observers. While there was no attempt to know the perceptions of the teachers as a basis of the analytical framework and the formulation of new relevant policies on the research of Marinez, the training programme designed by Martinez, et.al., is a similar intervention designed in this study.

A study about the Secondary Teachers' and Their Supervisors' Perceptions of Current and Desired Observation Practices was also conducted in New York City (Romano, 2014). In his study, he stressed that there is a need to

provide insights on improving the current practices of classroom observation. He also found that the supervisors and the teachers agreed that classroom observation should lead to professional development rather than any sort of punishment. Further, teachers disagree on the implementation of the old practices such as using classroom observations as a tool for the evaluation alone. They agreed that evaluation should be used as a means for professional development. Although Romanos' study did not focus on the process of classroom observation, the determination of the current practices of classroom observation is a similar direction that this study undertakes. Such undertaking fills the gap on providing a better way to conduct classroom observation acceptable to both the teachers and the observers. Both studies use classroom observation as a tool for professional development based on the teachers' perceptions and subsequently provide quality teaching and learning as a whole.

Another research investigated the effect of classroom observation on teaching methodology (Zaare, 2013). The research determined the significance of classroom observation in assessing teaching procedures and suggest ways to develop teachers. In this study, the gap similarly addressed ways to improve the teachers through the skills gained by the observers in the training programme. It is stressed in this study that the training programme will improve the competencies of the observers which will subsequently affect the performance of the teachers in the teaching and learning process. In addition, the utilisation of the appropriate teaching methodology could be an offshoot of the post-conference where teachers are made to reflect on.

The above notion is a similar gap described by Parra et al. (2019) in their research about classroom observation in the context of Northern Colombia

(Hernandez, 2019). Parra and Carola (2019) attempted to discuss the role of classroom observation in achieving quality teaching and learning process in the secondary schools of Northern Colombia which was not thought of in their schools. They have concluded that indeed, a classroom observation is the best tool to know what is happening inside the classroom and thereby find interventions to achieve quality teaching and learning. Through the definition of post-conference in this study, indeed, the reflections of the teachers may lead to the achievement of quality of teaching and learning. Besides realising the value of classroom observation as shown in the revised guidelines and the training programme, teachers and observers alike would consider its importance.

In another study conducted in South Carolina, Cassidy researched the Impact of a Formative Classroom Observation Tool on Teachers' reflective Process on Instructional Practices (Cassidy, 2018). She performed this action research on the ground that many teachers did not believe that teacher evaluation focused on instructional improvement. Her goal was for teachers to gain a meaningful understanding of how to improve teaching through classroom observation. In conclusion, the teachers who participated in this research found that the usage of the new structured observational tool was beneficial. They have realised the value of the pre- and post-conference was done appropriately. In the background of the study and statement of the problem, teachers have also complained about the conduct of classroom observation in ELC, ICT. Negative impressions have been drawn from them in line with classroom observation. Some of which are the incompetent observers, non-adherence to some of the provisions of the ICT Classroom Observation Policy which are similar to the teachers under Cassidy's study. By letting the observers undertake a training

programme, the research aims to change the negative perceptions of teachers on the implementation of classroom observation at ICT.

Further, in an article published in Jurnal Saintara, classroom observation and research have been entwined as indispensable areas (Vidhiasi, 2018). Vidhiasi attempted to find methods to collect reliable data for research. He believes that for research to be grounded strongly, a researcher must conduct a classroom observation. By doing such, researchers will be able to draw valid information about any research endeavour. In his findings, classroom observation was one of the best sources of data for research. Concerning this study, classroom observation could be a source of professional development that could improve teaching and learning, in general.

2.12 Summary

In this chapter, the literature focused on the concept of classroom observation in its various aspects. The first part of this chapter mentioned the studies related to classroom observation that several educators and researchers such as Richard, Lockhart, and Starrat put forward. Appraisal in the form of teachers' perceptions must be sought to design an appropriate training programme as a tool for professional development. All these two components, namely: perceptions and training programmes are the missing links of this study. As part of the research, the study will determine the perceptions of the teachers on the current classroom observation practices. Based on these perceptions, the researcher intends to design a training programme that will provide activities that enhance the observers' competencies. The conceptualisation of classroom

observation as another section of this chapter provides the teachers Piaget's ideas on the importance of determining the knowledge of the teachers and the observers about the classroom observation process. Attaining the concepts of classroom observation would allow the researcher to change the negative perception of teachers in this area. This is crucial to the professional development of the teachers and the observers alike. Further, the History of Observation where different concepts and purposes about classroom observation sprung out has been introduced. This history has led the researcher into realising that classroom observation indeed occurred many decades ago. The dominance of the directive approach of classroom observation was also discussed thoroughly as viewed by Montgomery, Farr, and authorities. This top-down approach was never favoured by many educators because it does not engage the teachers in the classroom observation process. Gebhard and Donaghue (1990) oppose this idea and so as this study. Based on the guidelines and Policy on Classroom Observation employed in this study, teachers must be involved in the pre- and post-conference of observation to facilitate a reflective discussion of the outcomes of classroom observation. This directive approach can only apply to newly trained teachers and untrained ones. Another section was the types of observation, namely: Formal, Informal, Focused, Unfocused, and Peer Observation. To this research, the most common classroom observation type used in ICT was unfocused observation where observers use a checklist while observing. Additionally, the three stages of the classroom observation process (before classroom observation, while classroom observation and a post-classroom observation conference) were presented. Observers must possess the competencies in conducting classroom observation in these stages because it is crucial for them to filter the most

significant results of the observation process. These observation skills can only be achieved through the training programme that will be undertaken by the observers. As one of the pillars of this research, this training programme will allow the observes to gain the professional skills needed to do proper classroom observation. Subsequently, the extent of change in the aspect of the perceptions of teachers and observers and their application of the classroom observation process could occur.

