

**DEVELOPING THE CLASSROOM OBSERVATION PROCESS
AT ENGLISH LANGUAGE CENTRE IN IBRA COLLEGE OF
TECHNOLOGY**

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UNIVERSITI SAINS ISLAM MALAYSIA

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AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

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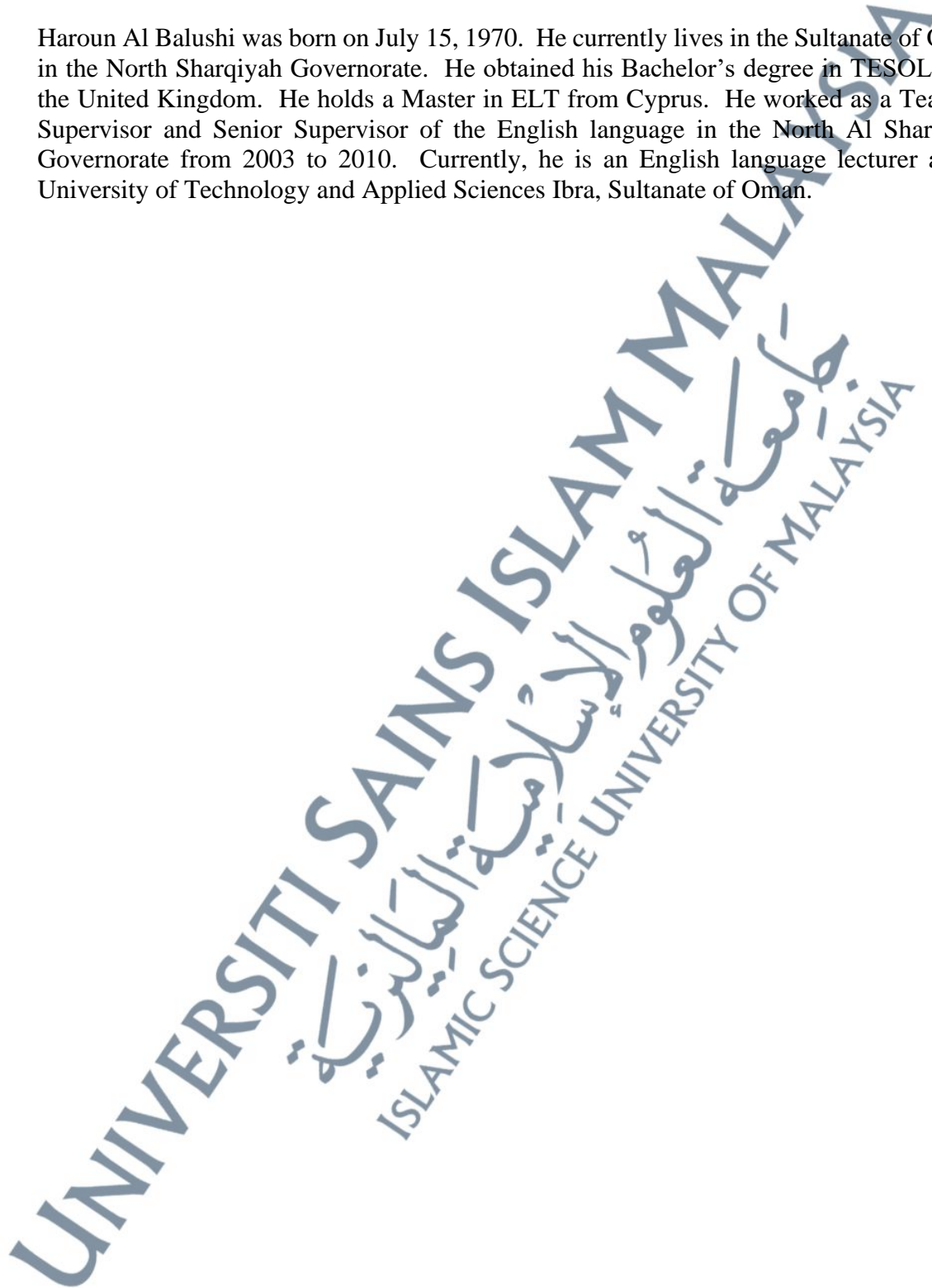
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ABSTRAK

Pemerhatian bilik darjah adalah salah satu instrumen yang paling berkesan untuk mengumpulkan maklumat mengenai kualiti proses pengajaran dan pembelajaran di institusi pendidikan. Ia juga memainkan peranan penting dalam pertumbuhan profesional guru dan meningkatkan kecekapan prestasi mereka jika ia dilaksanakan mengikut keperluan. Sebaliknya, pemerhatian bilik darjah boleh mengecewakan dan gagal bagi guru sekiranya dilaksanakan secara tidak profesional. Oleh itu, sangat penting untuk memastikan bahawa proses pemerhatian bilik darjah dijalankan oleh orang-orang yang berkelayakan dengan tujuan pengembangan profesional. Kajian ini bertujuan untuk meneroka persepsi guru dan pentadbir terhadap proses pemerhatian bilik darjah serta amalan pemerhatian di Pusat Bahasa Inggeris di Ibra College of Technology. Kajian ini juga bertujuan untuk melatih pemerhati berdasarkan amalan pemerhatian yang berkesan di lapangan menggunakan literatur yang relevan. Akhirnya, perubahan yang paling ketara dalam persepsi dan pelaksanaan proses pemerhatian bilik darjah dikenal pasti sebagai hasil daripada programme intervensi latihan. Kerangka konseptual berdasarkan model ADDIE dan disokong oleh teori pembelajaran konstruktivis, teori kognitif dan teori berasaskan reka bentuk kerana ia selaras dengan tujuan dan persoalan kajian. Data dikumpulkan dari guru dan pentadbir dalam dua fasa, sebelum dan sesudah intervensi menggunakan kaedah pengumpulan data kaedah campuran. Soal selidik, wawancara separa berstruktur dan persidangan pemerhatian digunakan sebagai alat pengumpulan data. Berdasarkan keperluan yang dikenal pasti dalam fasa pra-intervensi, programme latihan untuk pemerhati dikembangkan dan dilaksanakan. Selepas intervensi, data dari guru dan pemerhati dikumpulkan dan dianalisis semula menggunakan alat pengumpulan data yang sama untuk mengenal pasti perubahan yang paling penting. Data kualitatif dianalisis menggunakan NVivo 11, sementara perisian SPSS digunakan untuk menganalisis data kuantitatif. Kajian mendapati bahawa sebelum intervensi fasa pra-pemerhatian proses pemerhatian bilik darjah tidak berlaku sama sekali dan pemerhatian bilik darjah dilakukan semata-mata untuk tujuan menilai guru. Setelah intervensi, persepsi peserta dan pelaksanaan proses pemerhatian kelas berubah, kerana mereka menganggap proses pemerhatian diadakan untuk pengembangan profesional dan bukan untuk penilaian. Pelaksanaan tahap pra-pelajaran juga menjadi bahagian yang tidak terpisahkan dari proses pemerhatian bilik darjah. Lebih-lebih lagi, persidangan pasca kelas diadakan dengan cara yang lebih berkesan dan profesional. Beberapa implikasi praktikal telah muncul iaitu; keperluan mendesak untuk melatih pentadbir, keperluan untuk menggunakan kaedah mencatat, keperluan untuk menerapkan pendekatan tanpa arahan, keperluan untuk melaksanakan persidangan pra-pemerhatian.

ABSTRACT

The classroom observation process is considered one of the most effective tools for collecting information about the quality of the teaching and learning process in educational institutions. It also plays a key role in raising the efficiency of teachers' performance and professional growth if it is practiced professionally. In contrast, classroom observation can cause frustration and failure for teachers if it is implemented authoritatively. Thus, it is crucial to ensure that the process is carried out professionally and by qualified observers. The study aimed first, to explore the teachers' and administrators' perceptions of the classroom observation process in the English Language Centre at Ibra College of Technology. The study also aimed to train administrators to perform the process of classroom observation professionally, using the relevant literature. Finally, the impact of the intervention on changing perceptions and implementation was determined. The ADDIE model was adopted as a conceptual framework, underpinned by constructivist learning theories, cognitive theory, and design-based theory as they align with the questions and objectives of the study. Data were collected from teachers and administrators in two phases, before and after the intervention using a mixed-method research approach. Questionnaires, semi-structured interviews, and observation conferences were used as data collection tools. Based on the needs identified in the pre-intervention phase, a training programme for observers was developed and implemented. After the intervention, data from teachers and observers were collected and analysed again using the same data collection tools to identify the most important changes. Qualitative data were analysed using NVivo 11, while SPSS software was used to analyse quantitative data. The study found that before the intervention the pre-observation phase of the classroom, the observation process was not applied at all and the classroom observations were solely conducted to evaluate teachers. After the intervention, participants' perceptions and implementation of the classroom observation process changed, as they considered the observation process to be held for professional development and not for evaluation. The implementation of the pre-observation stage has also become an integral part of the classroom observation process. Moreover, post-class conferences were held more effectively and professionally. Some practical implications have emerged which are the urgent need to train administrators, the need to use the note-taking method, the need to apply the non-directive approach, and the need to implement the pre-observation conference.

ملخص البحث

تعتبر عملية المراقبة الصفية واحدة من أكثر الأدوات فعالية لجمع المعلومات حول جودة عملية التعليم والتعلم في المؤسسات التعليمية. كما أنها يلعب دوراً رئيسياً في رفع كفاءة أداء المعلمين والنمو المهني إذا تم ممارستها بشكل احترافي. في المقابل، يمكن أن تسبب الملاحظة الصفية إحباطاً وفشلاً للمدرسين إذا تم تنفيذها بشكل تسلسلي. وبالتالي، فمن الأهمية بمكان التأكد من تنفيذ عملية المراقبة الصفية بشكل احترافي ومن قبل مراقبين مؤهلين. هدفت الدراسة أولاً إلى استكشاف تصورات المعلمين والإداريين لعملية المراقبة الصفية في مركز اللغة الإنجليزية في الكلية التقنية بإبراء. هدفت الدراسة أيضاً إلى تدريب الإداريين على أداء عملية المراقبة الصفية بشكل احترافي، باستخدام الأدبيات ذات الصلة. أخيراً، تم تحديد تأثير التدخل في تغير مفاهيم وتنفيذ عملية المراقبة الصفية. تم اعتماد نموذج ADDIE كإطار مفاهيمي تدعمه نظريات التعلم البنائية والنظرية المعرفية والنظرية القائمة على التصميم لأنها تتماشى مع أسئلة وأهداف الدراسة. تم جمع البيانات من المعلمين والإداريين على مرحلتين، قبل وبعد التدخل باستخدام النهج البحثي المختلط. تم استخدام الاستبيانات والمقابلات شبه المنظمة ومؤتمرات المراقبة كأدوات لجمع البيانات. بناءً على الاحتياجات التي تحددت في مرحلة ما قبل التدخل، تم تطوير وتنفيذ برنامج تدريبي للمراقبين. بعد التدخل، تغيرت تصورات المشاركين وتنفيذهم لعملية المراقبة الصفية، حيث اعتبروا أن عملية الملاحظة تنفذ من لغرض التطوير المهني وليس لغرض التقييم. أصبح تنفيذ مرحلة ما قبل الدرس أيضاً جزءاً لا يتجزأ من عملية المراقبة الصفية. علاوة على ذلك، عقدت مؤتمرات ما بعد الدرس بطريقة أكثر فعالية واحترافية. ظهرت بعض الآثار العملية وهي؛ الحاجة الملحة إلى تدريب المراقبين، الحاجة إلى استخدام طريقة تدوين الملاحظات، الحاجة إلى تطبيق النهج غير التوجيهي، والحاجة إلى تنفيذ مؤتمر ما قبل المراقبة.

TABLE OF CONTENTS

| CONTENT | PAGE |
|--|----------|
| AUTHOR DECLARATION | ii |
| BIODATA OF AUTHOR | iii |
| ACKNOWLEDGEMENT | iv |
| ABSTRAK | v |
| ABSTRACT | vi |
| ملخص البحث | vii |
| LIST OF TABLES | xv |
| LIST OF FIGURES | xviii |
| LIST OF APPENDICES | xxi |
| LIST OF ABBREVIATIONS | xxii |
| CHAPTER 1 | 1 |
| INTRODUCTION | 1 |
| 1.1 Introduction | 1 |
| 1.2 Background of the Study | 2 |
| 1.2.1 Classroom Observations in Oman | 5 |
| 1.2.2 Classroom Observation Criteria in Ibra CoT | 6 |
| 1.3 Statement of the Problem | 7 |
| 1.4 Purpose of the Study | 11 |
| 1.5 Research Objectives | 12 |
| 1.6 Research Questions | 12 |
| 1.7 Theoretical Underpinnings | 12 |
| 1.7.1 Constructivist Learning Theory | 13 |
| 1.7.2 The Design-Based Theory | 14 |
| 1.8 Conceptual Framework | 14 |
| 1.9 Significance of the Study | 20 |
| 1.10 Limitation | 21 |
| 1.11 Definition of the Terms | 22 |
| 1.12 Summary | 25 |

| | |
|--|-----------|
| CHAPTER 2 | 26 |
| LITERATURE REVIEW | 26 |
| 2.1 Introduction | 26 |
| 2.2 Studies on Classroom Observation | 26 |
| 2.3 The Conceptualization of Classroom Observation | 28 |
| 2.4 History of Observation | 36 |
| 2.5 The Directive Approach | 37 |
| 2.6 Types of Observation | 39 |
| 2.6.1 Formal Observation | 39 |
| 2.6.2 Informal Observation | 41 |
| 2.6.3 Focused Observation | 43 |
| 2.6.4 Unfocused Observation | 44 |
| 2.6.5 Peer Observation | 45 |
| 2.7 Process of Classroom Observation | 47 |
| 2.7.1 Pre-Observation Stage | 49 |
| 2.7.2 While – Observation Stage | 51 |
| 2.7.3 Post- Observation Stage | 53 |
| 2.8 Frequency of Observation | 56 |
| 2.9 Observer’s Competencies | 57 |
| 2.10 The Need for Training | 59 |
| 2.11 Related Studies | 64 |
| 2.12 Summary | 67 |
| | |
| CHAPTER 3 | 70 |
| METHODOLOGY | 70 |
| 3.1 Introduction | 70 |
| 3.2 Research Approach and Design | 70 |
| 3.3 Location of the Study | 73 |
| 3.4 Population and Sampling | 75 |
| 3.5 Research Instruments | 77 |
| Research Procedure and Data Collection | 79 |

| | |
|--|-----------|
| 3.6 Research Procedure | 79 |
| 3.6.1 Questionnaires | 81 |
| 3.6.1.1 Questionnaire for Administrators | 81 |
| 3.6.1.2 Pilot Questionnaire for Teachers | 82 |
| 3.6.1.3 Main Questionnaire for Teachers | 83 |
| 3.6.2 Interviews | 83 |
| 3.6.2.1 Teacher Interviews | 84 |
| 3.6.2.2 Administrator Interviews | 85 |
| 3.6.3 Observation Conferences | 86 |
| 3.7 Ethical Considerations | 87 |
| 3.8 Validity and reliability | 88 |
| The Intervention | 89 |
| 3.9 Training Programme | 89 |
| 3.9.1 Objectives of the Training Course: | 91 |
| 3.9.2 The Training Methodology | 91 |
| 3.9.3 Content of the Training Programme: | 92 |
| 3.9.4 Duration and Venue: | 92 |
| 3.9.5 Theory | 93 |
| 3.9.6 Practice | 93 |
| 3.9.7 Trainer | 93 |
| 3.9.8 Participants | 94 |
| 3.9.9 Evaluation | 95 |
| 3.10 Summary | 95 |
| CHAPTER 4 | 96 |
| FINDINGS | 96 |
| 4.1 Introduction | 96 |
| 4.2 Participants and Context | 97 |
| 4.3 Presentation of Findings | 100 |
| Post observation conference | 100 |
| RQ1. Presentation of the Data According to Perception Themes | 106 |
| 4.4 Perceived Effectiveness of Classroom Observation Process | 106 |
| 4.4.1 Purpose of The Class Observation | 106 |
| 4.4.2 Validity of Evaluation Criteria | 110 |
| 4.4.3 Frequency of Observations | 115 |
| 4.4.4 Observers' Perceived Competence | 119 |

| | |
|---|-----|
| 4.5 Anxiety During and After the Observation | 124 |
| 4.6 Role of Teacher | 132 |
| 4.6.1 Responding to The Observers' Comments | 133 |
| 4.6.2 Identifying Areas for Improvement | 137 |
| 4.7 Role of Observer | 140 |
| 4.7.1 Approachable Personality | 140 |
| 4.7.2 Critical Evaluator | 142 |
| 4.8 Summary | 147 |
| 4.9 Introduction | 148 |
| RQ2. Presentation of the Data According to the Implementation: Skills & Competencies Themes | 152 |
| 4.10 Pre-Observation Stage | 152 |
| 4.10.1 Reason for Class Observation | 152 |
| 4.10.2 Importance of Pre-Observation Conferences | 153 |
| 4.10.3 Notification | 154 |
| 4.10.4 Briefing About Observation Criteria | 157 |
| 4.10.5 Gathering information about the lesson | 158 |
| 4.11 While-Observation Stage | 162 |
| 4.11.1 Number of Observers | 162 |
| 4.11.2 Interference in the Lesson | 163 |
| 4.12 Post-Observation Stage | 165 |
| 4.12.1 Importance of Post-Observation Conference | 165 |
| 4.12.2 Conducting the Post Observation Conferences | 167 |
| 4.12.3 Providing Relevant and Constructive Feedback | 173 |
| 4.12.4 Writing the Observation Report | 176 |
| 4.13 Introduction | 178 |
| RQ3. Presentation of the Data According to Significant Changes | 178 |
| 4.14 Observer's Questionnaire - Changes | 178 |
| 4.15 Teacher's Questionnaire-Changes | 179 |
| A. Perceived Effectiveness of Observation Process Scale | 184 |
| B. Anxiety Scale | 186 |
| 4.16 Perceived Effectiveness of Classroom Observation Process | 188 |

| | |
|--|------------|
| 4.16.1. Purpose of the Class Observation | 188 |
| 4.16.2 Validity of Evaluation Criteria | 188 |
| 4.16.3 Frequency of Observations | 189 |
| 4.16.4 Observers' Perceived Competence | 189 |
| 4.17 Anxiety During and After the Observation | 190 |
| 4.18 Role of Teachers | 191 |
| 4.18.1 Responding to the Observer's Comments | 194 |
| 4.18.2 Identifying areas for improvement | 196 |
| 4.19 Role of Observer | 198 |
| 4.19.1 Approachable Personality | 198 |
| 4.19.2 Critical Evaluator | 200 |
| Implementation/skills and competences | 202 |
| 4.20 Pre-Observation | 202 |
| 4.20.1 Reason of Class Observation | 202 |
| 4.20.2 Importance of Pre-Observation Conferences | 202 |
| 4.20.3 Notification | 205 |
| 4.20.4 Briefing About the Criteria of Observation | 207 |
| 4.20.5 Gathering Information About the Lesson | 209 |
| 4.21 During the Observation | 211 |
| 4.21.1 Number of Observers | 212 |
| 4.21.2 Interference in the Lesson | 213 |
| 4.22 Post-Observation Conference | 214 |
| 4.22.1 Importance of Post Observation Conference | 214 |
| 4.22.2 Conducting Post-Observation Conference | 216 |
| 4.22.3 Providing Relevant and Constructive Feedback | 219 |
| 4.22.4 Writing the Observation Report | 222 |
| 4.23 Summary | 227 |
| CHAPTER 5 | 228 |
| DISCUSSION, RECOMMENDATIONS, REFLECTIONS AND CONCLUSION | 228 |
| 5.1 introduction | 228 |
| Discussion of The Findings - Perceptions | 229 |

| | |
|---|-----|
| 5.2 Perceived Effectiveness of the Classroom Observation Process | 229 |
| 5.2.1 Purpose of Classroom Observation | 229 |
| 5.2.2 Validity of Evaluation Criteria | 232 |
| 5.2.3 Frequency of Observations | 234 |
| 5.2.4 Observers' Perceived Competence | 236 |
| 5.2.5. Anxiety During and After the Observation | 239 |
| 5.3 The Role of the Observee | 241 |
| 5.3.1 Responding to Observer's Comments | 241 |
| 5.3.2 Identifying Areas for Improvement | 243 |
| 5.4 The Role of the Observer | 245 |
| 5.4.1 Approachable Personality (Changes in the Observers' Attitude) | 245 |
| 5.4.2 Critical Evaluator | 246 |
| Discussion of The Findings implementation: Skills and Competences | 249 |
| 5.5. Pre-Observation Conference | 249 |
| 5.5.1 Reason for Class Observation | 249 |
| 5.5.2 Importance of Pre-observation Conferences | 251 |
| 5.5.3 Notification | 254 |
| 5.5.4 Briefing about the Criteria of Observation | 256 |
| 5.5.5 Gathering Information about the Lesson | 257 |
| 5.6 While-Observation Stage | 259 |
| 5.6.1 Number of Observers | 259 |
| 5.6.2 Interference in the Lesson | 262 |
| 5.7 Post-Observation Stage | 262 |
| 5.7.1 Importance of the Post Observation Conference | 262 |
| 5.7.2 Conducting the Post-Observation Conference | 264 |
| 5.7.3 Providing Relevant and Constructive Feedback | 266 |
| 5.7.4 Writing the Observation Report | 268 |
| 5.8 Variation in Teachers' Responses | 269 |
| 5.9 Implications | 270 |
| 5.9.1 Implication 1. Training Needs | 270 |
| 5.9.2 Implication 2. Note-taking Method | 271 |
| 5.9.3 Implication 3. Adopting a Non-directive Approach | 272 |

| | |
|---|-----|
| 5.9.4 Implication 4. Implementation of Pre-observation Conference Session | 273 |
| 5.10 Recommendations | 273 |
| 5.10.1 Recommendation 1 | 273 |
| 5.10.2 Recommendation 2 | 274 |
| 5.10.3 Recommendation 3 | 274 |
| 5.10.4 Recommendation 4 | 274 |
| 5.10.5 Recommendation 5 | 275 |
| 5.10.6 Recommendation 6 | 275 |
| 5.11 Framework on Effective Classroom Observation Process | 276 |
| 5.12 Model of the Study: Research Contribution | 277 |
| 5.13 Reflection | 278 |
| 5.14 Conclusion | 279 |
| 5.15 Summary | 281 |
| REFERENCES | 283 |
| APPENDICES | 296 |

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LIST OF TABLES

| Number | Page |
|--|-------------|
| Table 1. 1 Statistics on the Number of Terminated and Resigned Teachers | 9 |
| Table 3. 1 Population Distribution of the Colleges of Technology | 74 |
| Table 3. 2 Distribution of Participants | 76 |
| Table 3. 3 Research Questions Mapping with Corresponding Questions | 77 |
| Table 4. 1 Number of Participants Who Answered the Questionnaire, and Undertook the Semi-Structured Interview and Post Conferences | 99 |
| Table 4. 2 RQ1 Data Sources and Corresponding Questions | 100 |
| Table 4. 3 Frequencies and Percentages for PostQ3 in Teachers' Questionnaires, (N=83) | 106 |
| Table 4. 4 Frequencies and Percentages for PostQ4 in Admin Questionnaires, (N=21) | 107 |
| Table 4. 5 Frequencies and Percentages for PreQ3 in Admin Questionnaires, (N=21) | 108 |
| Table 4. 6 Frequencies and Percentages for ExtraQ11 in Admin Questionnaires, (N=21) | 109 |
| Table 4. 7 Frequencies and Percentages for WhileQ9 in Admin Questionnaires, (N=21) | 111 |
| Table 4. 8 Frequencies and Percentages for PostQ6 in Teachers' Questionnaires, (N=83) | 112 |
| Table 4. 9 Frequencies and Percentages for PostQ7 in Teachers' Questionnaires, (N=83) | 113 |
| Table 4. 10 Frequencies and Percentages for PostQ8 in Teachers' Questionnaires, (N=83) | 114 |

| | |
|---|-----|
| Table 4. 11 Frequencies and Percentages for ExtraQ8 in Admin Questionnaires, (N=21) | 116 |
| Table 4. 12 Frequencies and Percentages for ExtraQ7 in Admin Questionnaires, (N=21) | 117 |
| Table 4. 13 Frequencies and Percentages for WhileQ5 in Teachers' Questionnaires, (N=83) | 118 |
| Table 4. 14 Frequencies and Percentages for Responses to PostQ10 in Teachers' Questionnaires, (N=83) | 120 |
| Table 4. 15 Frequencies and Percentages for ExtraQ3 in Admin Questionnaires, (N=21) | 121 |
| Table 4. 16 Frequencies and Percentages for ExtraQ2 in Admin Questionnaires, (N=21) | 122 |
| Table 4. 17 Frequencies and Percentages for Responses to WhileQ1 in Teachers' Questionnaires, (N=83) | 125 |
| Table 4. 18 Frequencies and Percentages for PostQ10 in Admin Questionnaires, (N=21) | 133 |
| Table 4. 19 Frequencies and Percentages for PostQ5 in Teachers' Questionnaires, (N=83) | 142 |
| Table 4. 20 Number of Words and Their Percentage in The Post- Observation Conference for Observers and Teachers | 145 |
| Table 4. 21 Q2 Data Sources and Corresponding Questions | 148 |
| Table 4. 22 Frequencies and Percentages for Extra Q6 in Admin Questionnaires, (N=21) | 152 |
| Table 4. 23 Frequencies and Percentages for PreQ5 in Admin Questionnaires, (N=21) | 155 |
| Table 4. 24 Frequencies and Percentages for PreQ1 in Teachers' Questionnaires, (N=83) | 158 |
| Table 4. 25 Frequencies and Percentages for WhileQ6 in Teachers' Questionnaires, (N=83) | 162 |

| | |
|--|-----|
| Table 4. 26 Frequencies and Percentages for WhileQ9 in Teachers' Questionnaires, (N=83) | 164 |
| Table 4. 27 Frequencies and Percentages for WhileQ8 in Teachers' Questionnaires, (N=83) | 164 |
| Table 4. 28 Frequencies and Percentages for PostQ3 in Teachers' Post Conference, (N=83) | 167 |
| Table 4. 29 Frequencies and Percentages for PostQ5 in Teachers' Post Conference, (N=83) | 168 |
| Table 4. 30 Frequencies and Percentages for PostQ7 in Teachers' Post Conference, (N=83) | 169 |
| Table 4. 31 Frequencies and Percentages for PostQ8 in Teachers' Post Conference, (N=83) | 169 |
| Table 4. 32 Frequencies and Percentages for PostQ5 in Teachers' Questionnaires, (N=83) | 173 |
| Table 4. 33 Frequencies and Percentages for Writing Observation Reports in Admin' Questionnaires, (N=3) | 177 |
| Table 4. 34 RQ3 Data Sources and Corresponding Questions | 177 |
| Table 4. 35 Frequencies and Percentages for PreQ5 and WhileQ9 in Teachers' Questionnaires | 181 |
| Table 4. 36 Frequencies and Percentages for WhileQ9 in Teachers' Questionnaires | 182 |
| Table 4. 37 Perceived Effectiveness of The Observation Process Scale | 185 |
| Table 4. 38 Anxiety Scale Hypothesis Test Summary | 187 |
| Table 4. 39 Number of words and their percentage before the intervention in the post-observation conference. | 192 |
| Table 4. 40 Number of words and their percentage after intervention in the post-observation conference | 194 |
| Table 4. 41 The Percentage of Dominance of Observers Compared to Teachers in the Five Conferences | 201 |

LIST OF FIGURES

| Figure | Page |
|---|-------------|
| Figure 1.1 Theoretical Framework | |
| Figure 1.1 Theoretical framework | 13 |
| Figure 2.1 The ADDIE Model | 17 |
| Figure 3.1 Mix method Research Design | 71 |
| Figure 3.2 Research Procedure | 80 |
| Figure 4.1 Data Collection Process | 89 |
| Figure 4.2 Thematic Map Of Themes And Subthemes Under Rq1 | 102 |
| Figure 4. 3: Percentage of responses for PostQ3 in teachers' questionnaire | 106 |
| Figure 4. 4 Percentage of responses for PostQ4 in admin questionnaire | 107 |
| Figure 4. 5 Percentage of responses for PreQ3 in admin questionnaire | 108 |
| Figure 4. 6 Percentage of responses for ExtraQ11 in admin questionnaire | 109 |
| Figure 4. 7 Percentage of responses for WhileQ9 in admin questionnaire | 111 |
| Figure 4. 8 Percentage of responses for PostQ6 in teachers' questionnaire | 112 |
| Figure 4. 9 Percentage of responses for PostQ7 in teachers' questionnaire | 113 |
| Figure 4. 10 Percentage of responses for PostQ8 in teachers' questionnaire | 114 |
| Figure 4. 11 Percentage of responses for ExtraQ8 in admin questionnaire | 116 |
| Figure 4. 12 Percentage of responses for ExtraQ7 in admin questionnaire | 117 |
| Figure 4. 13 Percentage of responses for WhileQ5 in admin questionnaire | 118 |
| Figure 4. 14 Percentage of responses for PostQ10 in teachers' questionnaire | 120 |
| Figure 4. 15 Percentage of responses for ExtraQ3 in admin questionnaire | 121 |
| Figure 4. 16 Percentage of responses for ExtraQ2 in admin questionnaire | 122 |

| | |
|---|-----|
| Figure 4. 17 Percentage of responses for WhileQ1 in teachers' questionnaire | 126 |
| Figure 4. 18 Percentage of responses for WhileQ2 in teachers' questionnaire | 126 |
| Figure 4. 19 Percentage of responses for WhileQ3 in teachers' questionnaire | 126 |
| Figure 4. 20 Percentage of responses for WhileQ4 in teachers' questionnaire | 127 |
| Figure 4. 21 Percentage of responses for PostQ2 in teachers' questionnaire | 127 |
| Figure 4. 22 Percentage of responses for PostQ10 in admin questionnaire | 134 |
| Figure 4. 23 Percentage of responses for PostQ5 in teachers' questionnaire | 143 |
| Figure 4. 24 Mind map of themes under RQ2 | 149 |
| Figure 4. 25 Percentage of responses for ExtraQ6 in admin questionnaire | 153 |
| Figure 4. 26 Percentage of responses for PreQ5 in admin questionnaire | 155 |
| Figure 4. 27 Percentage of responses for PreQ1 in teachers' questionnaire | 159 |
| Figure 4. 28 Percentage of responses for WhileQ6 in teachers' questionnaire | 163 |
| Figure 4. 29 Percentage of responses for WhileQ9 in teachers' questionnaire | 164 |
| Figure 4. 30 Percentage of responses for WhileQ8 in teachers' questionnaire | 165 |
| Figure 4. 31 Perceptions of Teachers on Conducting Post-Conference | 168 |
| Figure 4. 32 Perceptions of Teachers on Imposing Observer's Ideas on Post Conference | 168 |
| Figure 4. 33 Perceptions of Teachers that Observer's Advice are Not All Applicable | 169 |
| Figure 4. 34 Perceptions of Teachers that Post Conference is Useless | 170 |
| Figure 4. 35 Percentage of responses for PostQ5 in teachers' questionnaire | 174 |
| Figure 4. 36 Percentage of responses for PreQ5 in teachers' questionnaire- pre-group | 181 |
| Figure 4. 37 Percentage of responses for PreQ5 in teachers' questionnaire- post-control | 181 |

| | |
|--|-----|
| Figure 4. 38 Percentage of responses for PreQ5 in teachers' questionnaire- post-experiment | 182 |
| Figure 4. 39 Percentage of responses for WhileQ9 in teachers' questionnaire- pre-group | 182 |
| Figure 4. 40 Percentage of responses for WhileQ9 in teachers' questionnaire- post-control group | 183 |
| Figure 4. 41 Percentage of responses for WhileQ9 in teachers' questionnaire- post-experiment group | 183 |
| Figure 4. 42 Level of Agreement that Teachers should Know the Classroom Observation in Pre-Conference | 207 |
| Figure 5. 1 Cycle on Effective Conduct of Classroom Observation Process: A Major Contribution of Study | 276 |
| Figure 5.2 Model Of Study Research Contribution | 280 |

UNIVERSITI SAINS ISLAM MALAYSIA
 جامعة العلوم الإسلامية
 ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

LIST OF APPENDICES

| Appendices | Page |
|---|------|
| Appendix A: Teacher's Questionnaire | 296 |
| Appendix B: Observer' Questionnaire | 298 |
| Appendix C: Lesson Observation Form | 301 |
| Appendix D: Modified Senior Teachers Training Course | 303 |
| Appendix E: Semi-Structured Interview Guide Interviews Questionnaires | 304 |
| Appendix F: Permission Letter | 305 |
| Appendix G: Letter of Consent | 306 |
| Appendix H: Pre-Post Nodes Comparison | 307 |
| Appendix I: Biodata | 308 |
| Appendix J: Researcher's Certificate as a Trainer | 309 |
| Appendix K: Proposed Admin Training Course | 310 |

LIST OF ABBREVIATIONS

| | |
|------------|---|
| C.O | Class Observation |
| CoT | Colleges of Technology |
| ELC | English Language Centre |
| HoC | Head of the Centre |
| HoS | Heads of Departments |
| ICT | Ibra College of Technology |
| MoMP | Ministry of Manpower |
| NA | Not Applicable |
| Pre-Q/Os | Pre-Observation Question/s |
| RQ1 | Research Question One |
| RQ2 | Research Question Two |
| RQ3 | Research Question Three |
| While Q/Os | While-Observation Question/s |
| Post Q/Qs | Post-Observation Question/s |
| SSIGQ | Semi-Structured Interview Guide Questions |