

The Influence of the Classroom Observation (CO) In Enhancing the Teaching Practices of the Grade 4 Teachers in Calabanga East District, Division of Camarines Sur

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026 Keywords: Classroom Observation Philippines School-Based Survey Kendall's Coefficient Of Concordance Teacher Perceptions	The study investigated respondents' assessments of classroom observation (CO) and its influence on Grade 4 teaching practices in Calabanga East District during school year 2025–2026. A descriptive–evaluative–correlational approach used a researcher-developed questionnaire answered by 33 respondents, with weighted means, ranks and Kendall concordance analysis. The overall level of classroom observation was rated Very Much Evident (4.61). Lesson planning and organization was highest (4.84) and assessment practices lowest (4.49). Respondents rated the reported influence on teaching practices Very Much Influential overall (4.61), with professional growth through constructive feedback highest (4.84). The results establish perceptions of observation and feedback activities, not pre–post evidence that observation caused improvements in instructional performance.

1. Introduction

In the Philippine basic education system, classroom observation and Grade 4 teaching practices is situated at the intersection of classroom practice, school policy and local resource conditions. The way educational practices are organized within a district cannot be inferred from national policy statements alone; information on local implementation and the views of the personnel responsible for delivery is also necessary. The study therefore focused on Calabanga East District, Division of Camarines Sur, a setting in which the routines supporting lesson planning and organization, learner engagement and professional growth can vary across schools.

The phenomenon examined by the study involves more than the presence of a program or institutional requirement. What respondents recognize as frequent, substantial or effective practice may depend on exposure, school size, resource access, the specific indicator being rated and the standards used for judging it. For this reason, evidence about classroom observation and Grade 4 teaching practices must distinguish the extent of reported implementation from measurable changes in teachers' work or learners' outcomes. The ratings obtained in a cross-sectional questionnaire provide one form of evidence, but not every form required for a causal claim. The study organized its inquiries around substantive domains rather than a single unqualified effectiveness score. The domains included lesson planning and organization, instructional strategies, classroom management, learner engagement. Considering these areas separately makes it possible to identify strengths and weaknesses that may be hidden by a favorable overall mean. It also allows school leaders to direct follow-up observation and support toward specific activities instead of treating all facets of classroom observation and Grade 4 teaching practices as interchangeable.

A second analytical concern was whether respondent groups ranked the indicators similarly. Concordance across group rankings addresses the consistency of priorities or perceptions, not the magnitude of implementation or a relationship between an intervention and an educational outcome. Accordingly, the study treated means and ranks as descriptive indicators while interpreting the significance tests within the narrower meaning of Kendall's coefficient of concordance.

The study is also relevant to established educational guidance. The relevant work by Department of Education, 2017 sets out a policy or research framework against which reported practices may be considered. Such guidance offers analytical context without transforming survey responses into direct observational evidence. The research questions therefore concerned the extent of practices in the specified setting, respondent-group agreement about their ordering, and implications for local educational improvement.

2. Methods

2.1 Design and setting

The study adopted a descriptive–evaluative–correlational questionnaire survey. It investigated classroom observation and Grade 4 teaching practices in Calabanga East District, Division of Camarines Sur during the study period. The design was observational. Although the term “correlational” appeared in the design description, the inferential results reported in the study primarily concerned agreement among ranked indicators; the resulting statistics did not estimate causal effects or the strength of a learner-level association.

2.2 Participants and sampling

The reported study participants consisted of 33 respondents. Respondents were grouped by the school classifications or school groupings shown in the results. Survey estimates should be read in light of the actual respondent composition rather than as probability-sample estimates for all Philippine schools. Where the study did not provide distinct pupil assessments or repeated measures, teachers' accounts of student development were interpreted as perceptions.

2.3 Instrument and procedure

The study used a structured questionnaire or researcher-made rating scale encompassing the stated domains of classroom observation and Grade 4 teaching practices. Item-level statements were evaluated through the verbal-response categories and weighted-mean interpretation bands displayed with the study tables. The study described instrument preparation and administration through participating schools and used grouped ratings to address the research questions. Reported validity, reliability and response-handling details were not independently reconstructed or substituted where documentation was incomplete.

2.4 Data treatment and interpretation

The study reported frequency, percentage, weighted mean, ranks, Kendall's W and chi-square. Weighted means described central tendencies in ordinal rating responses, while reported ranks established the relative order of indicators. Kendall's W described concordance in ranks across the specified school groups; related chi-square results were treated according to the reported thresholds. No new significance calculations, sample-based confidence intervals or unreported multivariable estimates were introduced. Tables reproduce printed figures, including any discrepancies requiring verification.

2.5 Ethical and reporting considerations

The study was reported using aggregated responses. Individual-level datasets, consent documentation, and institutional ethics reference numbers were not reproduced in the available study chapters, and none is supplied here as though verified. Interpretation avoids identifying individual teachers or learners and refrains from attributing perceived outcomes to the surveyed practices without appropriate longitudinal or comparative evidence.

3. Results

The tables present the numerical entries and response-scale labels reported for each domain. Domain-level means describe respondent ratings; significance tests refer to group rank concordance.

Table 1. The Extent of the Level of the Classroom Observation (CO) on the Grade 4 teachers in terms of Lesson Planning and Organization

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Lesson plans are properly prepared.	4.62	VME	9	4.80	VME	5	5.00	VME	2	4.81	VME	7
2. Activities are aligned with objectives.	4.70	VME	8	5.00	VME	1	4.77	VME	9	4.82	VME	5
3. Lessons follow a logical sequence.	4.82	VME	5	4.80	VME	5	5.00	VME	2	4.87	VME	2
4. Time allocation is effectively managed.	4.75	VME	6.5	4.83	VME	2	4.81	VME	8	4.80	VME	9
5. Instructional materials are properly prepared.	4.90	VME	4	4.74	VME	7.5	4.87	VME	4	4.84	VME	4
6. Lessons are well-structured.	4.92	VME	3	4.61	VME	9	4.90	VME	6	4.81	VME	7
7. Lesson objectives are clearly stated.	4.97	VME	2	4.81	VME	3	5.00	VME	2	4.93	VME	1
8. Varied learning activities are included.	4.98	VME	1	4.74	VME	7.5	4.85	VME	7	4.85	VME	3
9. Learners' abilities are considered in planning.	4.75	VME	6.5	4.80	VME	5	4.88	VME	5	4.81	VME	7
AVERAGE	4.82	VME		4.79	VME		4.90	VME		4.84	VME	

Legend:
 4.50 - 5.00 Very Much Evident (VME)
 3.50 - 4.49 Much Evident (ME)
 2.50 - 3.49 Evident (E)
 1.50 - 2.49 Fairly Evident (FE)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of classroom observation and Grade 4 teaching practices, including operational aspects associated with lesson planning and organization. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of lesson planning and organization would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 2. The Extent of the Level of the Classroom Observation (CO) on the Grade 4 Teachers in terms of Instructional Strategies

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Lessons are connected to real-life situations.	4.6	VME	3	4.3	ME	8.5	4.67	VME	3	4.52	VME	4
2. Varied instructional strategies are applied.	4.53	VME	6	4.6	VME	2.5	4.33	ME	7.5	4.49	ME	5
3. Learner-centered approaches are utilized.	4.47	ME	8.5	4.6	VME	2.5	4.33	ME	7.5	4.47	ME	7
4. Group activities are integrated in lessons.	4.47	ME	8.5	4.3	ME	8.5	4.5	VME	4.5	4.46	ME	8
5. Interactive discussions are facilitated.	4.53	VME	6	4.5	VME	6	4.33	ME	7.5	4.45	ME	9
6. Guiding questions are asked during discussion.	4.6	VME	3	4.5	VME	6	4.33	ME	7.5	4.48	ME	6
7. Clear explanations are used in teaching.	4.67	VME	1	4.5	VME	6	4.83	VME	1.5	4.67	VME	1
8. Visual aids are effectively used.	4.6	VME	3	4.6	VME	2.5	4.5	VME	4.5	4.57	VME	3
9. Clear instructions are provided.	4.53	VME	6	4.6	VME	2.5	4.83	VME	1.5	4.65	VME	2
Average Weighted Mean	4.56	VME		4.51	VME		4.52	VME		4.52	VME	

Legend:
 4.50 - 5.00 Very Much Evident (VME)
 3.50 - 4.49 Much Evident (ME)
 2.50 - 3.49 Evident (E)
 1.50 - 2.49 Fairly Evident (FE)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of classroom observation and Grade 4 teaching practices, including operational aspects associated with instructional strategies. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of instructional strategies would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 3. The Extent of the Level of the Classroom Observation (CO) on the Grade 4 Teachers in terms of Classroom Management

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Learner behavior is closely monitored.	4.38	ME	10	4.59	VME	6.5	4.33	ME	8.5	4.39	ME	10
2. Clear classroom rules are established.	4.46	ME	5.5	4.49	ME	9.5	4.33	ME	8.5	4.43	ME	9
3. Classroom discipline is consistently maintained.	4.67	VME	1.5	4.78	VME	1	4.83	VME	2	4.76	VME	1
4. Classroom space is properly organized.	4.67	VME	1.5	4.59	VME	6.5	4.83	VME	2	4.69	VME	2
5. Misbehavior is handled calmly and properly.	4.59	VME	3	4.69	VME	3	4.33	ME	8.5	4.54	VME	5
6. Positive reinforcement is applied.	4.46	ME	5.5	4.69	VME	3	4.83	VME	2	4.66	VME	3
7. Smooth transitions between activities are ensured.	4.40	ME	8	4.49	ME	9.5	4.65	VME	4	4.51	VME	6
8. Time is managed effectively during lessons.	4.54	VME	4	4.59	VME	6.5	4.51	VME	5.5	4.55	VME	4
9. Learners remain focused during activities.	4.40	ME	8	4.59	VME	6.5	4.51	VME	5.5	4.50	VME	7
10. Clear expectations for learner behavior are consistently communicated.	4.40	ME	8	4.69	VME	3	4.33	ME	8.5	4.47	ME	8
AVERAGE	4.50	VME		4.62	VME		4.55	VME		4.55	VME	

Legend:
 4.50 - 5.00 Very Much Evident (VME)
 3.50 - 4.49 Much Evident (ME)
 2.50 - 3.49 Evident (E)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of classroom observation and Grade 4 teaching practices, including operational aspects associated with classroom management. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories. For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of classroom management would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 4. The Extent of the Level of the Classroom Observation (CO) on the Grade 4 Teachers in terms of Learner Engagement

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Attention is maintained during discussions.	4.20	ME	9	4.90	VME	5	5.00	VME	2	4.67	VME	4.5
2. Interest in lessons is demonstrated by learners.	4.23	ME	8	5.00	VME	1	4.77	VME	9	4.67	VME	4.5
3. Questions are appropriately answered by learners.	4.31	ME	5	4.90	VME	5	5.00	VME	2	4.70	VME	2
4. Group participation is actively observed.	4.25	ME	6.5	4.93	VME	2	4.81	VME	8	4.63	VME	8
5. Questions are raised by learners during lessons.	3.35	ME	4	4.74	VME	7.5	4.87	VME	4	4.32	ME	9
6. Learners show enjoyment in activities.	4.41	ME	3	4.61	VME	9	4.90	VME	4	4.64	VME	6.5
7. Active participation is observed among learners.	4.51	VME	1	4.81	VME	3	5.00	VME	2	4.77	VME	1
8. Tasks are completed within the given time.	4.45	ME	2	4.74	VME	7.5	4.85	VME	7	4.68	VME	3
9. Ideas are shared during discussions.	4.25	ME	6.5	4.90	VME	5	4.88	VME	5	4.64	VME	6.5
AVERAGE	4.22	ME		4.79	VME		4.90	VME		4.64	VME	

Legend:
 4.50 - 5.00 Very Much Evident (VME)
 3.50 - 4.49 Much Evident (ME)
 2.50 - 3.49 Evident (E)
 1.50 - 2.49 Fairly Evident (FE)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of classroom observation and Grade 4 teaching practices, including operational aspects associated with learner engagement. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of learner engagement would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 5. The Extent of the Level of the Classroom Observation (CO) on the Grade 4 Teachers in terms of Assessment Practices

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Formative assessment is regularly utilized.	4.38	ME	8	4.5	VME	1	4.5	VME	6	4.46	ME	8
2. Assessment tasks are clearly given.	4.39	ME	7	4.4	ME	9	4.65	VME	2.5	4.48	ME	7
3. Performance-based tasks are used.	4.3	ME	9	4.48	ME	3	4.3	ME	10	4.36	ME	10
4. Alternative assessment methods (e.g., portfolios, projects) are utilized.	4.25	ME	11	4.2	ME	11	4.2	ME	11	4.22	ME	11
5. Feedback is provided in a timely manner.	4.8	VME	1.5	4.42	ME	6.5	4.65	VME	2.5	4.62	VME	2
6. Learner understanding is consistently checked.	4.75	VME	4	4.48	ME	3	4.68	VME	1	4.64	VME	1
7. Individual learner assessment is conducted.	4.8	VME	1.5	4.48	ME	3	4.42	ME	8	4.57	VME	5
8. Oral questioning is utilized for assessment.	4.74	VME	6	4.4	ME	9	4.42	ME	8	4.52	VME	6
9. Rubrics are used in evaluating learner performance tasks.	4.75	VME	4	4.42	ME	6.5	4.6	VME	4.5	4.59	VME	3
10. Assessment results are used to improve teaching strategies.	4.28	ME	10	4.45	ME	5	4.42	ME	8	4.38	ME	9
11. Quizzes and tests are administered.	4.75	VME	4	4.4	ME	9	4.6	VME	4.5	4.58	VME	4
AVERAGE	4.56	VME		4.42	ME		4.49	ME		4.49	ME	

Legend:
 4.50 - 5.00 Very Much Evident (VME)
 3.50 - 4.49 Much Evident (ME)
 2.50 - 3.49 Evident (E)
 1.50 - 2.49 Fairly Evident (FE)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of classroom observation and Grade 4 teaching practices, including operational aspects associated with assessment practices. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of assessment practices would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 6. The Summary of the Extent of the Level of the Classroom Observation (CO) on the Grade 4 Teachers

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Lesson Planning and Organization	4.82	VME	1	4.79	VME	1.5	4.90	VME	1.5	4.84	VME	1
2. Instructional Strategies	4.56	VME	2.5	4.51	VME	4	4.52	VME	4	4.52	VME	4
3. Classroom Management	4.50	VME	4	4.62	VME	3	4.55	VME	3	4.55	VME	3
4. Learner Engagement	4.22	ME	5	4.79	VME	1.5	4.90	VME	1.5	4.64	VME	2
5. Assessment Practices	4.56	VME	2.5	4.42	ME	5	4.49	ME	5	4.49	ME	5
Average	4.53	VME		4.63	VME		4.67	VME		4.61	VME	

Legend:
 4.50 - 5.00 Very Much Evident (VME)
 3.50 - 4.49 Much Evident (ME)
 2.50 - 3.49 Evident (E)
 1.50 - 2.49 Fairly Evident (FE)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The summary consolidates the domain-level ratings and makes visible the relative standing of major components of classroom observation and Grade 4 teaching practices. The relative order of these reported domains is more informative for local prioritization than the overall mean alone, because the domains may involve distinct resources and implementation processes.

An apparently favorable average does not mean every school implemented each activity equally or that learners experienced the same educational benefits. The reported categories reflect a survey scale; they should not be read as externally verified proficiency standards or comparable units of learning gain.

The practical use of this finding is diagnostic. Components with lower ratings, including potential constraints affecting lesson planning and delivery, may warrant closer monitoring, better implementation documentation and targeted professional support before a district-level improvement claim is made.

Table 7. The Test of Significant Agreement on the Rank Orders of the Extent of the Level of The Utilization of the Structured Play Activities

Indicator	Lesson Planning and Organization	Instructional Strategies	Classroom Management	Learner Engagement	Assessment Practices
Summation of the squared Deviation from the Mean	97	170.5	394	116	496
Number of Indicators	9	9	10	9	11
Coefficient of Concordance W	0.18	0.32	0.53	0.21	0.50
Computed X^2	4.32	7.68	14.31	5.04	15.00
Degree of freedom	8	8	9	8	10
Tabular X^2 value at 0.05	15.51	15.51	16.92	15.51	18.31
0.025	18.17	18.17	19.68	18.17	21.16
0.01	20.09	20.09	21.67	20.09	23.21
0.005	21.95	21.95	23.59	21.95	25.19
0.001	26.12	26.12	27.88	26.12	29.59
Decision on H_0	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

This table addresses the study question concerning agreement in the ordering of the reported indicators. The statistical decision must be understood alongside the coefficient, chi-square value, number of ranked cases and stated significance level; it does not evaluate how strongly classroom observation and Grade 4 teaching practices changed in practice.

Concordance among school-group rank profiles is analytically different from agreement among all individual respondents. Particularly when some groups are smaller, highly similar aggregate rankings can coexist with unreported within-group variation. Conversely, a nonsignificant concordance result does not establish the absence of an educational practice.

The immediate implication is to examine whether the observed group differences reflect school circumstances, access to support or indicator interpretation. Follow-up work on constructive feedback could use school-level records, interviews, observation protocols or direct learner measures, depending on the outcome being investigated.

Table 8. The Extent of the Influence of the Classroom Observation (CO) in Enhancing the Teaching Practices of the Grade 4 Teachers along Strengthening of

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Teaching plans become more structured and effective.	4.20	MI	3	4.80	VMI	5	5.00	VMI	2	4.67	VMI	4.5
2. Lesson delivery becomes more organized after feedback.	4.23	MI	3	5.00	VMI	1	4.77	VMI	3	4.67	VMI	4.5
3. Alignment of objectives and activities is strengthened.	4.31	MI	5	4.90	VMI	2	5.00	VMI	2	4.70	VMI	2
4. Instructional sequencing is improved through observation.	4.28	MI	4.5	4.83	VMI	2	4.82	VMI	4	4.63	VMI	3
5. Time management in lesson delivery is enhanced.	4.35	MI	4	4.74	VMI	7.5	4.87	VMI	4	4.32	MI	3
6. Lesson clarity is improved through feedback.	4.41	MI	3	4.61	VMI	3	4.90	VMI	6	4.66	VMI	3.5
7. Lesson planning is improved through classroom observation.	4.51	VMI	1	4.83	VMI	3	5.00	VMI	3	4.77	VMI	3
8. Instructional materials are better integrated in lessons.	4.45	MI	2	4.74	VMI	7.5	4.65	VMI	3	4.68	VMI	3
9. Lesson flow is improved through observation results.	4.25	MI	6.5	4.90	VMI	5	4.84	VMI	5	4.60	VMI	3.5
AVERAGE	4.32	MI		4.79	VMI		4.86	VMI		4.64	VMI	

Legend:
 4.50 – 5.00 Very Much Influential (VMI)
 3.50 – 4.49 Much Influential (MI)
 2.50 – 3.49 Influential (I)
 1.50 – 2.49 Fairly Influential (FI)
 1.00 – 1.49 Not At All (NA)

Wx – Weighted Mean
 Int – Interpretation
 R – Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of classroom observation and Grade 4 teaching practices, including operational aspects associated with professional growth. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of professional growth would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 9. The Extent of the Influence of the Classroom Observation (CO) in Enhancing the Teaching Practices of the Grade 4 Teachers along Improvement of In

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Classroom observation enhances the use of varied instructional strategies.	4.6	VMI	3	4.3	MI	8.5	4.67	VMI	3	4.52	VMI	4
2. Real-life integration in lessons is enhanced after observation.	4.53	VMI	6	4.6	VMI	2.5	4.33	MI	7.5	4.49	MI	5
3. Teaching strategies are improved based on observation feedback.	4.47	MI	8.5	4.6	VMI	2.5	4.33	MI	7.5	4.47	MI	7
4. More interactive teaching methods are applied after observation.	4.47	MI	8.5	4.3	MI	8.5	4.5	VMI	4.5	4.46	MI	8
5. Differentiated instruction is strengthened through observation results.	4.53	VMI	6	4.5	VMI	6	4.33	MI	7.5	4.45	MI	9
6. Instructional clarity is improved through classroom observation.	4.6	VMI	3	4.5	VMI	6	4.33	MI	7.5	4.48	MI	6
7. Instructional delivery becomes more learner-centered through observation.	4.67	VMI	1	4.5	VMI	6	4.63	VMI	1.5	4.67	VMI	1
8. Use of instructional materials is improved through feedback.	4.6	VMI	3	4.6	VMI	2.5	4.5	VMI	4.5	4.57	VMI	3
9. Critical thinking strategies are strengthened through observation.	4.53	VMI	6	4.6	VMI	2.5	4.83	VMI	1.5	4.65	VMI	2
Average Weighted Mean	4.56	VMI		4.51	VMI		4.52	VMI		4.52	VMI	

Legend:
 4.50 – 5.00 Very Much Influential (VMI)
 3.50 – 4.49 Much Influential (MI)
 2.50 – 3.49 Influential (I)
 1.50 – 2.49 Fairly Influential (FI)
 1.00 – 1.49 Not At All (NA)

Wx – Weighted Mean
 Int – Interpretation
 R – Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of classroom observation and Grade 4 teaching practices, including operational aspects associated with lesson planning and organization. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of lesson planning and organization would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 10. The Extent of the Influence of the Classroom Observation (CO) in Enhancing the Teaching Practices of the Grade 4 Teachers along Enhancement of CI

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Learner behavior management is improved through monitoring.	4.32	MI	10	4.59	VMI	6.5	4.33	MI	8.5	4.39	MI	10
2. Time management skills are enhanced through observation feedback.	4.46	MI	5.5	4.49	MI	9.5	4.33	MI	8.5	4.43	MI	9
3. Classroom observation improves classroom discipline practices.	4.67	VMI	1.5	4.78	VMI	1	4.83	VMI	2	4.76	VMI	1
4. Classroom routines are strengthened after observation.	4.67	VMI	1.5	4.59	VMI	6.5	4.83	VMI	2	4.69	VMI	2
5. Classroom organization is enhanced through observation results.	4.59	VMI	3	4.69	VMI	3	4.33	MI	8.5	4.54	VMI	5
6. Positive discipline strategies are strengthened through feedback.	4.46	MI	5.5	4.69	VMI	3	4.83	VMI	2	4.66	VMI	3
7. Classroom transitions are improved after observation.	4.40	MI	8	4.49	MI	9.5	4.65	VMI	4	4.53	VMI	6
8. Teacher responsiveness to learner behavior is enhanced.	4.54	VMI	4	4.59	VMI	6.5	4.51	VMI	5.5	4.55	VMI	4
9. Classroom rules are more effectively implemented after observation.	4.40	MI	8	4.59	VMI	6.5	4.51	VMI	5.5	4.50	VMI	7
10. Classroom observation increases teachers' motivation to pursue continuous learning and development.	4.40	MI	8	4.69	VMI	3	4.33	MI	8.5	4.47	MI	8
AVERAGE	4.50	VMI		4.62	VMI		4.55	VMI		4.55	VMI	

Legend:
 4.50 - 5.00 Very Much Influential (VMI)
 3.50 - 4.49 Much Influential (MI)
 2.50 - 3.49 Influential (I)
 1.50 - 2.49 Fairly Influential (FI)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of classroom observation and Grade 4 teaching practices, including operational aspects associated with instructional strategies. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of instructional strategies would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 11. The Extent of the Influence of the Classroom Observation (CO) in Enhancing the Teaching Practices of the Grade 4 Teachers along Professional Grow

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Classroom observation promotes continuous professional growth.	4.62	VMI	9	4.80	VMI	5	5.00	VMI	3	4.81	VMI	7
2. Instructional competence is enhanced through feedback.	4.70	VMI	8	5.00	VMI	3	4.77	VMI	9	4.82	VMI	5
3. Reflective practice is strengthened through observation.	4.82	VMI	5	4.80	VMI	5	5.00	VMI	2	4.87	VMI	2
4. Awareness of teaching strengths and weaknesses is increased.	4.75	VMI	6.5	4.83	VMI	2	4.81	VMI	8	4.80	VMI	9
5. Professional development is supported by observation results.	4.90	VMI	4	4.74	VMI	7.5	4.87	VMI	4	4.84	VMI	4
6. Teaching confidence is improved through feedback sessions.	4.92	VMI	3	4.61	VMI	9	4.90	VMI	6	4.83	VMI	7
7. Teaching performance is improved through constructive feedback.	4.97	VMI	2	4.81	VMI	3	5.00	VMI	2	4.93	VMI	1
8. Professional skills are refined through continuous evaluation.	4.98	VMI	1	4.74	VMI	7.5	4.85	VMI	7	4.85	VMI	3
9. Classroom observation increases teachers' motivation to pursue continuous learning and development.	4.75	VMI	6.5	4.80	VMI	5	4.88	VMI	5	4.81	VMI	7
AVERAGE	4.82	VMI		4.79	VMI		4.90	VMI		4.84	VMI	

Legend:
 4.50 - 5.00 Very Much Influential (VMI)
 3.50 - 4.49 Much Influential (MI)
 2.50 - 3.49 Influential (I)
 1.50 - 2.49 Fairly Influential (FI)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of classroom observation and Grade 4 teaching practices, including operational aspects associated with classroom management. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of classroom management would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 12. The Extent of the Influence of the Classroom Observation (CO) in Enhancing the Teaching Practices of the Grade 4 Teachers along Development of As

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Assessment alignment with objectives is strengthened.	4.38	MI	8	4.5	VMI	1	4.5	VMI	6	4.46	MI	8
2. Feedback delivery becomes more timely and effective.	4.39	MI	7	4.4	MI	9	4.65	VMI	2.5	4.48	MI	7
3. Formative assessment strategies are strengthened through observation.	4.3	MI	9	4.48	MI	3	4.3	MI	10	4.36	MI	10
4. Classroom observation improves teachers' ability to design fair and learner-centered assessments.	4.25	MI	11	4.2	MI	11	4.2	MI	11	4.22	MI	11
5. Learner performance evaluation is improved through feedback.	4.6	VMI	1.5	4.42	MI	6.5	4.65	VMI	2.5	4.62	VMI	2
6. Assessment practices are improved through classroom observation.	4.75	VMI	4	4.48	MI	3	4.68	VMI	1	4.64	VMI	1
7. Monitoring of learner progress is enhanced through observation.	4.8	VMI	1.5	4.48	MI	3	4.42	MI	8	4.57	VMI	5
8. Feedback quality is improved after observation sessions.	4.74	VMI	6	4.4	MI	9	4.42	MI	8	4.52	VMI	6
9. Assessment results are better utilized for instruction.	4.75	VMI	4	4.42	MI	6.5	4.6	VMI	4.5	4.59	VMI	3
10. Use of performance-based assessment is strengthened.	4.28	MI	10	4.45	MI	5	4.42	MI	8	4.38	MI	9
11. Use of varied assessment tools is enhanced.	4.75	VMI	4	4.4	MI	9	4.6	VMI	4.5	4.58	VMI	4
AVERAGE	4.56	VMI		4.42	MI		4.49	MI		4.49	MI	

Legend:
 4.50 - 5.00 Very Much Influential (VMI)
 3.50 - 4.49 Much Influential (MI)
 2.50 - 3.49 Influential (I)
 1.50 - 2.49 Fairly Influential (FI)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The reported indicators in this table examine a specific dimension of classroom observation and Grade 4 teaching practices, including operational aspects associated with learner engagement. Their weighted means and respondent-group ranks describe how participants judged the prevalence, visibility or perceived effectiveness of the activity in their own schools.

The range of responses across individual statements should be interpreted as a pattern of relative strengths and areas for attention, not as direct evidence that any one activity produced an improvement. Rating scales capture perceptions that may also depend on school conditions, the opportunities respondents had to observe a practice and their interpretation of the response categories.

For practice, the findings point to the value of verifying the relevant activity through lesson plans, logs, classroom observations or other direct indicators. A focused review of learner engagement would help establish whether the reported ratings correspond with the consistency and quality of actual implementation.

Table 13. The Summary of the Extent of the Influence of the Classroom Observation (CO) in Enhancing the Teaching Practices of the Grade 4 Teachers

Indicators	Big School			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Strengthening of Lesson Planning and Delivery	4.22	MI	5	4.79	VMI	1.5	4.90	VMI	1.5	4.64	VMI	2
2. Improvement of Instructional Strategies	4.56	VMI	2.5	4.51	VMI	4	4.52	VMI	4	4.52	VMI	4
3. Enhancement of Classroom Management Skills	4.50	VMI	4	4.62	VMI	3	4.55	VMI	3	4.55	VMI	3
4. Professional Growth Through Constructive Feedback	4.82	VMI	1	4.79	VMI	1.5	4.90	VMI	1.5	4.84	VMI	1
5. Development of Assessment and Feedback Practices	4.56	VMI	2.5	4.42	MI	5	4.49	MI	5	4.49	MI	5
Average	4.53	VMI		4.63	VMI		4.67	VMI		4.61	VMI	

Legend:
 4.50 - 5.00 Very Much Influential (VMI)
 3.50 - 4.49 Much Influential (MI)
 2.50 - 3.49 Influential (I)
 1.50 - 2.49 Fairly Influential (FI)
 1.00 - 1.49 Not At All (NA)

Wx - Weighted Mean
 Int - Interpretation
 R - Rank

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

The summary consolidates the domain-level ratings and makes visible the relative standing of major components of classroom observation and Grade 4 teaching practices. The relative order of these reported domains is more informative for local prioritization than the overall mean alone, because the domains may involve distinct resources and implementation processes.

An apparently favorable average does not mean every school implemented each activity equally or that learners experienced the same educational benefits. The reported categories reflect a survey scale; they should not be read as externally verified proficiency standards or comparable units of learning gain.

The practical use of this finding is diagnostic. Components with lower ratings, including potential constraints affecting assessment practices, may warrant closer monitoring, better implementation documentation and targeted professional support before a district-level improvement claim is made.

Table 14. The Test of Significant Agreement on the Rank Orders of the Extent of the Influence of the Classroom Observation (CO) in Enhancing the Teaching P

Indicator	Strengthening of Lesson Planning and Delivery	Improvement of Instructional Strategies	Enhancement of Classroom Management Skills	Professional Growth Through Constructive Feedback	Development of Assessment and Feedback Practices
Summation of the squared Deviation from the Mean	116	170.5	394	97	496
Number of Indicators	9	9	10	9	11
Coefficient of Concordance W	0.21	0.32	0.53	0.18	0.50
Computed X^2	5.04	7.68	14.31	4.32	15.00
Degree of freedom	8	8	9	8	10
Tabular X^2 value at 0.05	15.51	15.51	16.92	15.51	18.31
0.025	18.17	18.17	19.68	18.17	21.16
0.01	20.09	20.09	21.67	20.09	23.21
0.005	21.95	21.95	23.59	21.95	25.19
0.001	26.12	26.12	27.88	26.12	29.59
Decision on H_0	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Note. Numerical values, group categories, ranks, and verbal labels are reproduced as presented in the study; no recomputation or silent correction was applied.

This table addresses the study question concerning agreement in the ordering of the reported indicators. The statistical decision must be understood alongside the coefficient, chi-square value, number of ranked cases and stated significance level; it does not evaluate how strongly classroom observation and Grade 4 teaching practices changed in practice.

Concordance among school-group rank profiles is analytically different from agreement among all individual respondents. Particularly when some groups are smaller, highly similar aggregate rankings can coexist with unreported within-group variation. Conversely, a nonsignificant concordance result does not establish the absence of an educational practice.

The immediate implication is to examine whether the observed group differences reflect school circumstances, access to support or indicator interpretation. Follow-up work on lesson planning and delivery could use school-level records, interviews, observation protocols or direct learner measures, depending on the outcome being investigated.

4. Discussion

Taken together, the findings suggest a differentiated profile of classroom observation and Grade 4 teaching practices within Calabanga East District, Division of Camarines Sur. Some domains were rated more favorably than others, but the study's comparisons concerned respondents' evaluations of program activity or practice. The interpretation should therefore emphasize the organization and visibility of those practices rather than unobserved changes in educational outcomes.

The domains must also be considered conceptually. For example, lesson planning and organization and professional growth involve different operational demands even when they appear in the same questionnaire. An overall rating cannot establish that schools have equivalent capacity, resources or instructional conditions. Follow-up should identify the precise activities behind each item and test whether respondents applied a shared meaning to the measurement scale.

The study's rank-concordance analysis makes an additional contribution by examining alignment in the order assigned to indicators. Kendall's W is sensitive to patterns of ranking among the selected groups; it does not assess causation, pupil-level correlations or improvements over time. A statistically significant result should therefore be explained as concordance of ordered profiles, while nonsignificant outcomes should not be called evidence that a practice was ineffective.

The cited scholarship and policy provide context but should not be treated as validating the local mean scores. Guidance from Department of Education, 2017, Desimone, 2009 highlights the importance of clearly specified practices, appropriate pedagogical support or relevant educational standards. Applying such guidance requires attention to local implementation, documentation and direct assessment rather than reliance on favorable response categories alone.

Implications for school administrators include establishing observable criteria for high-priority activities, checking participation and resource access across schools, and using professional conversations to determine why some dimensions received lower assessments. If the objective is to understand effects on actual teacher or learner performance, a subsequent design should add independent outcome data, repeated observations and an appropriate comparison framework.

The main limitations arise from the local scope of the respondents, reliance on reported ratings, the unequal or limited respondent groups in some analyses, and incomplete access to item-level observations for independent verification. In addition, the underlying survey cannot by itself separate the contribution of professional growth from other school, family, learner or policy influences. The conclusions therefore remain descriptive and context-specific; extension beyond the study setting requires additional evidence.

5. Conclusion

The study documented the reported status of classroom observation and Grade 4 teaching practices in Calabanga East District, Division of Camarines Sur. Its domain-level results and agreement tests offer an account of local respondent perceptions, areas of comparatively stronger implementation and aspects warranting closer attention. Reported means and statistical decisions were retained as presented, without reinterpretation as experimental effects.

The findings support evidence-informed review of lesson planning and organization, assessment practices and professional growth. Implementation monitoring, clearer criteria for rating performance, and direct observational or learner-level evidence are suitable priorities for further research. The study does not demonstrate that an individual practice caused an improvement in school, teacher or learner outcomes.

References

- [1] Department of Education. (2017). DO 42, s. 2017: National adoption and implementation of the Philippine Professional Standards for Teachers. <https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers-2/>
- [2] Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199. <https://doi.org/10.3102/0013189X08331140>