

Enhancing Teachers' Pedagogical Instruction Through Professional Development Instrument: A Benchmarking Initiative For Faculty Enrichment Plan

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ABSTRACT

The need of classroom observation in assessing teacher's professional development is regarded as a supportive and developmental process for enhancing the quality of teacher's pedagogy since it has been widely used to observe and investigate teacher's instructional practices and provide enhancement of teacher's classroom instruction based on the collected evidence, constructive feedback, and instructional assessment by the school head, academic chairs and program coordinators.

For this study, a researcher-made survey questionnaire approach was carried out and randomly given to group of college instructors. The researchers used the cluster sampling in obtaining the data through classroom observation using the institutionalized professional development tool of a higher education institution. Data gathered were analyzed using the qualitative approach to examine the teacher's teaching foundations and instructional pedagogical style which main purposes are to identify teacher's teaching strengths and weaknesses; and to assess where the instructional enhancement is needed. By doing so, it is expected that there will be enhancement in teaching and learning outcomes. The results were examined by making use of Kolb's Experiential Learning and adopting its four-stage learning cycle which can be used for professional development enhancement.

Keyword: Pedagogical Instruction, Classroom Observation, Professional Development, Instructional, Supervision, Faculty Competency Enrichment

1. INTRODUCTION

Every semester, either the school head, academic chairs or program coordinators conduct supervisory visits and class observation as part of their job description. By doing so, they can assess and evaluate the teachers as to how they teach and manage their classes. It is a good practice, for it spots teacher's strengths and weaknesses, thus permitting them to give constructive feedback and assessment which can be the basis of self-improvement and professional development.

Leary states that classroom observation investigates the essential job of observing classes in the preparation, evaluation and advancement of new and experienced instructors. This is usually undertaken by the program coordinator who extends help by offering practical guidance and useful concepts on what aspect of teaching approach and strategy must be improved. He additionally included that it is a method for measuring, educating and learning and furthermore as a method for building up educators' aptitudes and information. It is also beneficial to the observer as he gets himself exposed to different teaching strategies thus providing both the observed and the observer with the opportunity to mutually enhance the quality of their teaching. This gives teachers the chance and opportunity to learn from each other which leads to better learning and teaching.

Much of the professional development experience does not impact what teachers do in the classroom every day. Traditional career learning offers no lack of techniques and tools. However, these methods fall short of improving education for three main reasons: teachers have no input in what they learn, it is difficult to move learning from preparation to classroom, and there are little opportunities to practice and refine strategies. Observation in the classroom is often cited as having the ability to allow the learning process to be investigated in motion. Therefore, administrators should use student-generated teaching feedback and reviews for teachers that will lead to professional development programs.

2. RESEARCH METHOD

The qualitative method of research is used in this study using a researcher-made survey questionnaire. The survey was conducted to schools of a higher education institution. Participants were asked to answer the survey voluntarily and submit these to the researchers.

2.1. PARTICIPANTS

There were 35 participants in this study who are teaching in the college. The faculty members can be either part-time or full-time professors teaching different courses assigned to them. The researchers used the cluster sampling technique since the participants were selected as a group composed of a common line and nature of work.

2.2. DATA COLLECTION AND ANALYSIS

Given the analysis culled from the study which focused on Kolb's Experiential Learning Approach, the participating faculty members were given a week to accomplish and provide their responses to the surveyquestionnaire. Thereafter, the HR staff collected all the filled-up forms, validated and interpreted them accordingly.

2.3. LIMITATIONS

The main point of the study is to bring out the teachers' notion, viewpoint, and insights about this exercise to subsequently develop and improve the teaching and learning process and outcomes. The focus therefore evolved on the classroom observation exercise as applied in a higher education institution with 35 faculty participants from various academic programs.

3. RESULTS AND DISCUSSION

This section presents the results of the study according to the order by which the research objectives and survey questions are established for the respondents.

It is noted that based on the responses of 35 faculty members on Survey Question # 1. "How do you see the peer review exercise as part of our Faculty Evaluation and Career Development components?", 3 of them considered the classroom observation instrument to be "excellent / great" which indicates that those respondents claimed that classroom observation had a significant effect on the professional growth of teachers, while 7 considered it to be "very good / good" which would mean appropriate as it might enhance their teaching efficiency, 1 faculty responded and considered it "very useful".

Interestingly, majority of respondents who engaged in the survey were adamant that the school observation exercise, which is an integral activity of the organization, is an appraisal mechanism that is suitable for the evaluation and assessment procedure, and that it is useful for young professionals to become better pedagogues. Definitely, it is one of the professional development resources that helps direct teachers to strengthen themselves; it can also facilitate teachers' capacity to teach even better, while leading to the development of objectively subjective faculty success and inter-relationships; it can act as a single benefit for spot change, only right and proper, and can encourage positive and successful learning.

As to the result of the study ad regard Survey Question # 2. "Will you accept that the Peer Assessment exercise is consistent with the educational goals, mission and vision of the institution?", the study found that the classroom observation exercise is consistent with the fundamental values of the school, such as virtue and excellence. The exercise is associated with the exercise of the outcome-based education and the aims which result in the cultivation of one's intellectual moral, spiritual aspects. Indeed, it is a very instrumental way of evaluating faculty efficiency, and it can be an important method in measuring teachers not only in areas that require change, but also with the power of teachers as influencers and motivators.

In addition, teachers can conform to the quality and technical requirements of the college. It is crucial that they are monitored and assessed to ensure that they do not persist and remain in their comfort zone. It will help them develop their teaching methods, as well as help students become internationally successful, so it is really important to know what the teacher should deliver. By doing so, the faculty would have a chance to develop themselves. The university is committed to make continuous strides in academic achievement and nation building.

Since instructional oversight is part of the process, it provides reciprocal knowledge between the teacher and the head of the school, thus establishing and improving interpersonal relationships in the field of work. As teachers, they need to be well-equipped with the requisite qualifications, knowledge and experience, and they are the ones who students consider as role models.

However, the study may include several questions that are not closely linked to the first section of the survey in order to explore further facets of classroom observation as a professional development method. Out of the 35 faculty members, 33 responded to this question and 2 did not answer. 28 out of 33 respondents who answered "Yes" suggest that the classroom observation activity is consistent with the educational goals of the institution, Mandate and Vision, 2 respondents implicitly responded yes, but with a constructive response, 1 respondent responded "not aligned," 1 respondent replied "not sure" and 1 respondent said "not part of it."

As to the responses of faculty members on Survey Question #3. "What are the benefits and drawbacks of the Peer Review exercise?", the survey shows the benefits of this exercise, which offers teachers the chance and

the ability to develop themselves, to do well for teachers with truthful input and points of progress, and to become more mature, imaginative and effective. It is a way to evaluate the identity and professional development of teachers; to direct young professionals to become more academically and professionally motivated; to raise awareness among teachers of what is required and needed not to say and behave and how to communicate appropriately in the classroom; to help the teacher place himself as an external avatar and to measure himself and a colleague depending on the quality of the institution.

It is clearly stressed that this exercise must be impartial and reasonable. However, this also has pitfalls depending on the analytical viewpoint of the instructor as it may lead to a disagreement and dispute between or between peers and school leaders; it may provide an invalid judgment on the personal side of the observer; it may be arbitrary, selective, and too personal; the exercise is time-consuming; it may be prejudice, particularly if the observer has a professional jealousy.

Lastly, as regards Survey Question # 4. "In your own judgment, what more should be done to enhance the Peer Review exercise?", therespondents think about valuable ideas and observations that may be made to help improve the exercise as it must include a salary rise performance appraisal bracket; and that it must be practiced cautiously. Additionally, it should also include a peer review of the teacher's interpersonal approach to coping with or communicating with his / her co-faculty behavior, in being a professional member of the organization, and as a colleague in general.

3.1. IMPLICATIONS FOR PRACTICE

The institution can promote academic and career growth by offering results-oriented courses, training programs, lectures and conferences that are appropriate and successfully conducted in order to provide a meaningful impact on school progress and student achievement, which is one of the core duties of the institution. Confidence can be established as the institution provides for openness, a frank and transparent sharing of information, reflections and evaluations of the strengths and shortcomings of staff members in the teaching and learning process.

Instructional supervision offers creativity in instructional methods, while improving the efficacy of instructor techniques. School managers, department chairs and curriculum coordinators should be realistic and reasonable in promoting the basic principles and goals of the organization and its activities. The organization should provide school instruction and ensure that teachers have plenty of resources and resources to incorporate classroom assessment as a professional development technique. The exercise must also be observed in order to ensure the consistency of teaching and learning outcomes.

Researchers would like to agree with Asib, et.al (2018) who claims that classroom observation has a range of advantages in generating the reflections of teachers and promoting self-awareness, building personal knowledge and improving the skills needed to challenge 21st century learners.

4. CONCLUSION

Research has demonstrated that teachers perceive this practice overwhelmingly as very helpful and effective, so that, in order to meet the expectations and requirements of the institution, there needs to be a more comprehensive way of measuring the qualifications and competence of teachers in the classroom. The norm should be reached by classroom assessment, which is a reflection technique, since it gives certain advantages to students.

Teachers will make progress in their classroom by getting some positive feedback. It also helps teachers to freely share their experiences into instructional processes, approaches and tactics. Strategic implementation is required to ensure that issues relating to students, learning performance, instructional administration, or application of teaching strategies in the classroom are solved. So, they just ought to make some reflections on a daily basis to be more skillful.

Through performing the analysis, the researchers were able to recognize the weaknesses and benefits of the exercise and to explore the perspectives of the students. Instructional oversight is typically provided during class assessment, which helps to enhance the clinical practice of the instructor and is given as appropriate. Teachers should openly welcome new ideas, diverse input and perspectives, or there would be a tension between them and school leaders, academic chairs or curriculum coordinators. Teachers must also be able to discuss new concepts and accept input, since this is the ultimate objective of classroom observation that acts as a relational instrument to improve teaching practice and learning outcomes.

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