



# An Action Research Study on Teachers' Perceptions of Classroom Observation and Its Role in Enhancing Teaching Practices.

<sup>1</sup>Jigme Dorji, Principal, Chapcha MSS, MoESD, <sup>2</sup>Ugyen Tenzin, Teacher, Chapcha MSS, MoESD,

<sup>3</sup>Ugyen Dolma, Teacher, Chapcha PS, MoESD, Bhutan.

**Abstract:** Classroom observation is a pivotal strategy for fostering teacher professional development and improving instructional quality. This study examined teachers' and school leaders' perceptions of classroom observation practices in Bhutanese secondary schools, focusing on their impact on teaching effectiveness and professional growth. Using a convergent mixed-methods design, data were collected from 16 teachers and 16 principals via surveys, semi-structured interviews, and classroom observations, enabling comprehensive triangulation. Findings indicate that teachers value observations most when feedback is constructive, specific, and supported by mentoring and reflective dialogue. Observations enhanced lesson planning, instructional strategies, ICT integration, and innovative teaching practices, with novice teachers benefiting disproportionately. Principals reported high effectiveness but identified systemic constraints including workload, limited time, and insufficient training that limit observation quality. Both groups emphasized fairness, transparency, and trust as essential to authentic teaching and teacher engagement. The study underscores that classroom observations yield optimal developmental impact when framed supportively rather than evaluatively, and recommends structured observation models, leadership training, and policy measures to strengthen instructional quality and professional growth in Bhutanese schools.

**Index Terms** - Classroom observation, Teacher professional development, Instructional improvement, Principals' leadership, Feedback and mentoring, Bhutanese secondary schools, Teacher perceptions, Professional growth, Observation practices, Instructional quality.

## I. INTRODUCTION

Classroom observation is a fundamental component of effective educational practice, playing a vital role in assessing and improving teaching quality (Tarusha & Bushi, 2024). Munna and Kalam (2021) stated that classroom observation serves as a continuous process whereby educators and administrators systematically analyze instructional methods, classroom interactions, and overall learning environments. Observations can be conducted by school leaders, peers, or teachers themselves, providing valuable insights into instructional strengths and areas for development. Similarly, research conducted by Hill and

Grossman (2013) found that use of standardized classroom observation tools has gained prominence as an evidence based approach to promote professional growth, enhance pedagogical practices, and ultimately improve student learning outcomes.

As part of an education transformation within the teacher teaching quality, the Bhutan Professional Standards for Teachers (BPST) mandates principals and heads of departments to conduct lesson observation of teachers through specific observation form (MoE, 2021). The current 'BPST' aims to rate and measure instructional leaders' performance and teacher's performance in the school as a response to public concerns on quality of education. Therefore, this study explores teachers' perceptions of these standardized tools, emphasizing their role in fostering professional development within diverse educational contexts. The research aims to highlight the effectiveness, challenges, and potential of classroom observation as a means to support teachers in refining their instructional practices and advancing the overall quality of education.

## **PURPOSE OF THE STUDY**

### ***Aims of the Study***

The primary objective of this study is to explore how teachers and school leaders perceive and experience classroom observation practices, and to investigate the ways in which these practices contribute to instructional improvement and professional growth

### ***Objectives of the Study***

More specifically, this aimed to achieve the following specific objectives:

1. To explore teachers' perceptions of the purpose, clarity, and effectiveness of classroom observation practices.
2. To examine the influence of classroom observation on teachers' instructional practices and professional growth.
3. To analyze the role of principals and administrators in facilitating effective classroom observation and feedback.

These objectives are aligned with the research questions aimed at understanding teachers' attitudes, the influence of observation on their teaching, and how observation practices can be improved for better education outcomes.

### ***Main research question***

The following central research question will guide the research:

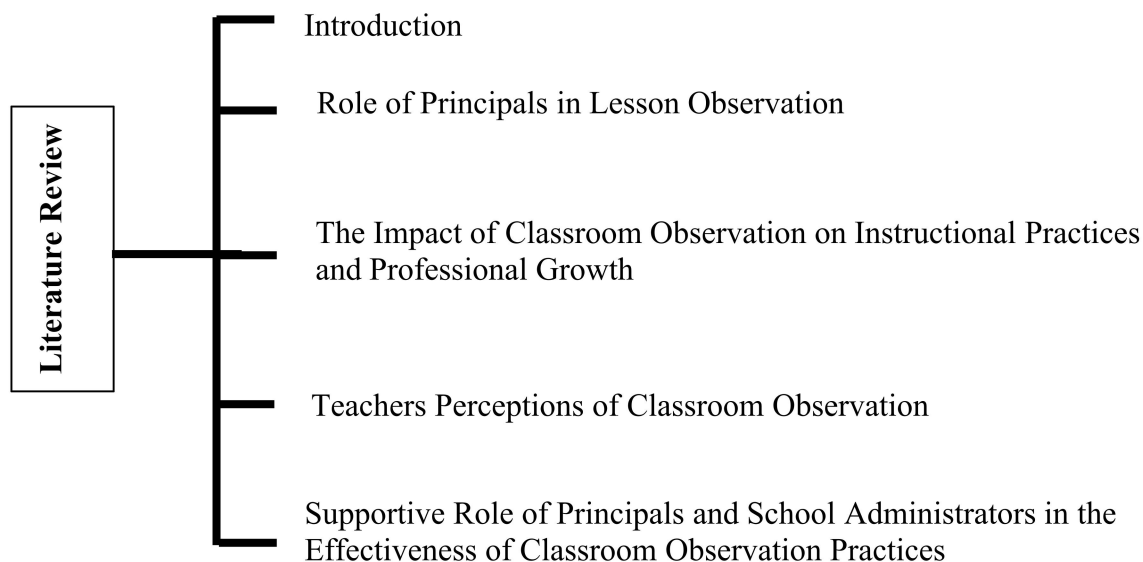
1. In what ways do teachers' and school leaders' perceptions and experiences of classroom observation practices shape instructional improvement and professional growth?"

### ***Sub-Questions:***

More specifically, this study aimed to answer the following sub-questions:

1. What are teachers' perceptions of the purpose and effectiveness of classroom observation practices?
2. How does classroom observation influence teachers' instructional practices and professional growth?
3. What role do principals and administrators play in supporting effective classroom observation and feedback?

## II. LITERATURE REVIEW



### Introduction

Classroom observation has long been recognized as a vital component of teacher evaluation and professional development. Recent literature explores its effectiveness, perceptions of teachers, and the conditions that influence its success. This review synthesizes recent findings, critically analyzing consistencies, contradictions, and limitations within the existing body of research.

### Role of Principals in Lesson Observation

The role of principals in lesson observation emphasizes that instructional leadership is a critical function of effective school management. Principals are considered central to fostering instructional excellence through regular and purposeful classroom observations. According to OECD (2016), instructional leaders employ strategies aimed at enhancing teaching and learning quality, which include conducting observations and providing feedback to teachers. Similarly, Baldanza's Model of 21st Century Instructional Leadership highlights that continuous development of teaching expertise relies heavily on principals' regular visits to classrooms and their ability to deliver constructive feedback (2018).

Moreover, effective principals are characterized by their strong understanding of curriculum and pedagogy, excellent communication skills, and ability to handle complex instructional situations (Dewitt, 2020 & Robinson, 2010). These competencies enable them to establish trust, motivate teachers, and promote a culture of professional growth. DeWitt (2020) and Grissom et al. (2021) emphasize that instructional leaders must prioritize instruction, regularly reflect on their practices, and maintain professional integrity. Furthermore, the principal's role involves not only monitoring classroom activities but also creating an environment conducive to collaborative improvement and reflective practices.

Additionally, Research suggests that principals' active engagement in lesson observations facilitates instructional coherence, identifies professional development needs, and supports student learning outcomes (Dewi, 2021 & Oliver, 2007). They move beyond mere supervision to act as coaches and mentors, fostering an ongoing dialogue with teachers. Such practices contribute to an instructional climate where teachers feel supported and motivated to improve their instructional strategies. Therefore, the principal's role in lesson observation is multifaceted, requiring a combination of subject matter expertise, instructional vision, and interpersonal skills to effectively support and improve teaching practices within the school setting.

### The impact of classroom observation on instructional practices and professional growth

Classroom observation describes the practice of sitting in another teacher's class to observe, learn and reflect. Classroom observation is also defined as a method of evaluating and recording specific information about what is going on within a classroom (Halim et al., 2018). Recent studies view classroom observation primarily as a tool for enhancing teaching quality and fostering professional growth. Observations can serve multiple functions: formative feedback, self-assessment, and instructional improvement. For instance, Tarusha and Bushi (2024) highlight that structured observation instruments help teachers reflect on their practice and plan targeted improvements. Similarly, Bushi & Kristo (2021) emphasize the importance of clear, standardized protocols to guide evaluations.

Moreover, a study conducted by Halim et al. (2018) found that one of the most important purposes of classroom observation is to improve teachers' classroom instruction. Through feedback, teachers can become aware of how their classroom functions and bring about changes they want. Teachers also understand their own strengths and weaknesses, and try to improve their instruction. Therefore, classroom observations are typically meant to improve instructional quality and teaching effectiveness. It creates an opportunity to see real life teachers in real life teaching situations.

### **Teachers' perceptions of Classroom Observation**

Teachers often view classroom observations positively, recognizing their role in professional development, instructional improvement, and enhancing teaching quality. For instance, observations provide opportunities for constructive feedback, reflection, and the sharing of best practices, which can lead to better student learning outcomes (Halim et al. 2023). Similarly, research conducted by Tohar et al. (2021) found that teachers perceive that classroom observations help in improving lesson planning, execution, and overall teaching strategies. Teachers report increased preparedness, greater awareness of instructional standards, and a focus on student engagement as outcomes of observation practices.

Further, Norbu (2023) emphasized that teachers see observations as a tool for fostering collaborative professional development. Observations often promote reflective teaching, peer learning, and a culture of continuous improvement. Despite positive perceptions, teachers also express concerns about the implementation of observation systems. These include fears of being evaluated rather than supported, perceived intrusion on autonomy, and inconsistencies in feedback. Some teachers worry that observations may induce anxiety or be perceived as punitive rather than developmental (Norbu, 2023).

According to Tshering (2022) Teachers' perceptions are affected by the nature of the observation process, including whether it is formal or informal, announced or unannounced, and the quality of feedback provided. Supportive and constructive feedback, delivered professionally, tends to lead to more positive perceptions. Therefore, it indicates that teachers generally recognize the value of classroom observations for instructional improvement and professional growth. However, their perceptions are nuanced by the manner of implementation, evaluation practices, and the supportive environment created by educational leadership.

## **Supportive role of principals and school administrators in the effectiveness of classroom observation practices.**

Instructional leaders are fundamental in fostering a professional environment conducive to teachers' growth through their active involvement in observation processes. According to Stein and Nelson (2003) effective instructional leadership involves understanding teachers' individual needs, organizing collaborative environments, and providing meaningful support. Similarly, Research highlights that principals' demonstration of professionalism, subject matter expertise, and strong communication skills are vital for building trust and motivating teachers during observation and feedback sessions (Baldanza, 2018). It underscores that successful school leaders prioritize instruction, reflect regularly on their actions, and cultivate an inclusive, trusting atmosphere, which encourages teachers to accept feedback and develop professionally (Barkman, 2015 & Dewitt, 2020).

Furthermore, authors such as Halim et al. (2023) assert that principals play a pivotal role in increasing the visibility of teaching through unannounced classroom walk-ins, facilitating real-time feedback that guides instructional improvement (OECD, 2016). Oliver and Reschly (2007) point out that principals' continuous engagement and positive professional relationships promote teacher self-efficacy and professional growth.

The supportive role also extends to ensuring that teachers have access to adequate resources and a safe environment for open dialogue about instructional challenges and practices (ECU Online, 2019). According to Dewi (2021), When principals act as instructional advocates providing guidance, resources, and encouragement they create a culture of reflective practice and continuous improvement. Therefore, principals and administrators are instrumental in maximizing the impact of classroom observation by providing professional support, fostering trust, encouraging open communication, and creating a collaborative school climate that prioritizes instructional excellence.

In conclusion, effective classroom observation is deeply intertwined with the proactive, supportive role of school principals and administrators. Their leadership and engagement are essential in translating observation practices into meaningful instructional improvements and professional growth, ultimately contributing to the development of a positive, student-centered learning environment. The synthesis of perceptions, practices, and leadership support from the literature affirms that strong instructional leadership is vital for maximizing the benefits of classroom observations in educational settings.

### **III. RESEARCH METHODOLOGY**

#### **Introduction**

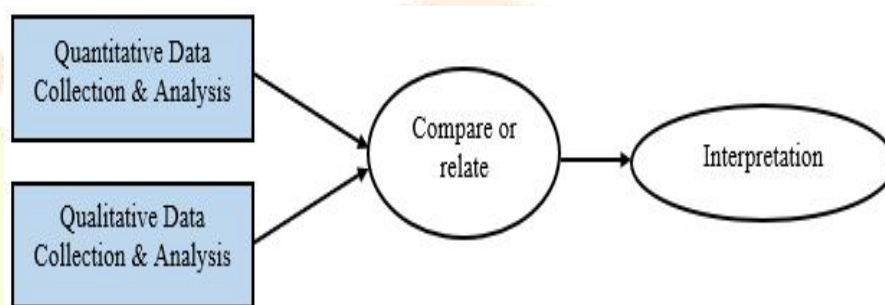
This chapter outlines the research methodology adopted for the study examining the perceptions and effectiveness of classroom observation tools in improving teaching practices. The chosen approach enables a comprehensive understanding of teachers' experiences and the contextual factors influencing the implementation of observation systems. The methodology aligns with the study's aim to explore both subjective perceptions and objective outcomes associated with classroom observation practices.

#### **Research Approach and Design**

The study employed mixed methods research includes collecting both quantitative and qualitative data, merging the two, and employing various designs that may contain philosophical assumptions and

theoretical frameworks. Mixed-method research provides significant advantages over other methodologies. In mixed methods, “researchers are encouraged to combine different methodologies to collect and interpret data within a single study, understanding the limits of utilizing a single method” (Migiros & Magangi, 2011, p.57). The mixed method is designed in a manner that helps researchers to give a better understanding of the topic they are researching and helps them to collect data that would otherwise go unnoticed if only one research strategy was used. Therefore, the mixed method is not limited to one study design; it also adds to the body of knowledge and provides more questions of interest for future studies that can handle a broader range of research issues (Caruth, 2013). Similarly, mixed methods allow researchers to use multiple techniques for different aims in a study, add to the data collection, aid in explaining quantitative results with later qualitative data, and permit data triangulation (Migiros & Magangi, 2011).

The study employed a convergent mixed-method design to seek answers to the research questions. According to Creswell and Creswell (2018), in a convergent mixed method, the Researcher collects both forms of data roughly simultaneously and then includes the information in the overall outcomes analysis. Inconsistent or contradictory results are explained or studied further. The procedure is used in a convergent mixed method to check, cross-validate, or verify results. It is frequently used to compensate for the drawbacks of one method by leveraging the benefits of another. It can also help to expand quantitative data by enabling the collection of open-ended qualitative data (Pardede, 2019). This design allowed the Researcher to examine and understand the topic in far more detail through the collection of data both ways simultaneously. Moreover, since the study intended to study the perception and effectiveness of classroom observation of individual teachers in the one-school setup, the convergent mixed method was most appropriate since it allows for the collection of quantitative and qualitative data in a short amount of time. The figure 3.2 describes the convergent parallel design.



**Figure 3.1**

*Convergent Parallel Design*

### Data Collection Tools

The study aimed to explore how teachers and school leaders perceive and experience classroom observation practices, and to investigate the ways in which these practices contribute to instructional improvement and professional growth, the study collected data quantitatively through teachers’ perception survey questionnaires of 16 teachers and principals’ survey questionnaires of 16 principals’ in one of the Middle Secondary Schools under Chukha Dzongkhag. The qualitatively through semi-structured interviews of the 12 principals and 6 teachers and classroom observations. All in all, three instruments (Survey, semi-structured interview, and classroom observation) are the three primary sources of data for this study. Data collected through these tools efficiently gained a deeper understanding of the perceive and experience

classroom observation practices. Moreover, using different data sources such as survey questionnaire, interview and observation help researchers to validate and cross-check the findings (Daker, 2017).

### a) Survey Questionnaire

According to Neuman (2003), a survey is an effective instrument for gathering data since it can quickly gather measurable information on various variables. Thus, quantitative information was gathered from principals and teachers via a survey questionnaire to ascertain their perceive and experience classroom observation practices. The survey form was created and distributed to the principals teachers in the Telegram group. Each item in the questionnaire was rated on a 5-point scale that ranged from “Strongly agree” to “Strongly disagree.” The items were coded from 1 (Strongly disagree) to 5 (Strongly agree). The Likert scale is an evaluation scale used to assess perceptions, attitudes, or actions that allow one to quickly operationalize character qualities or perceptions (Bhandari, 2020). The participants’ ratings on the agreement and frequency were grouped into distinct levels employing Pimentel’s criteria for survey data. Pimentel (2019) suggested that each grouping needs to maintain an interval width of 0.79. For clarity, the mean scores of the agreement were interpreted in terms of the ranking as reflected in the Table 3.1.

**Table 3.1**  
*Criteria for Interpreting the Means of the Perception Level*

Likert-Scale	Likert Scale interval	Level of Interpretation	Level of Agreement
1	1.00 – 1.79	Very low	Strongly Disagree
2	1.80 – 2.59	Low	Disagree
3	2.60 – 3.39	Moderate	Neutral
4	3.40 – 4.19	High	Agree
5	4.20- 5.00	Very High	Strongly Agree

*Note.* Adapted from Pimentel (2019, p.188).

### Interview

Semi-structured interviews were conducted with a select group of teachers and administrators to explore qualitative perspectives. The interviews was focused on individual experiences, perceptions of observation procedures, challenges faced, and suggestions for improvement. This method allows for in-depth understanding of personal views and facilitates follow-up questions for clarification (Ryan et al. 2009).

### Focus Group Interviews

The study employed Focus group discussion that shed light on participants’ attitudes, perceptions, and views. Krueger (1988), “Participants in the focus group interact in a natural setting where they can influence and impacted by others” (p. 30). A focus group comprises roughly ten to twelve persons chosen randomly from a client community (Einsiedel et al., 1996). During a session, they are invited to talk about and express their opinions, attitudes, and feelings about a particular subject. “There is no expectation that the participants will reach an agreement or make choices, and they do not need to be subject-matter experts” (p. 7).

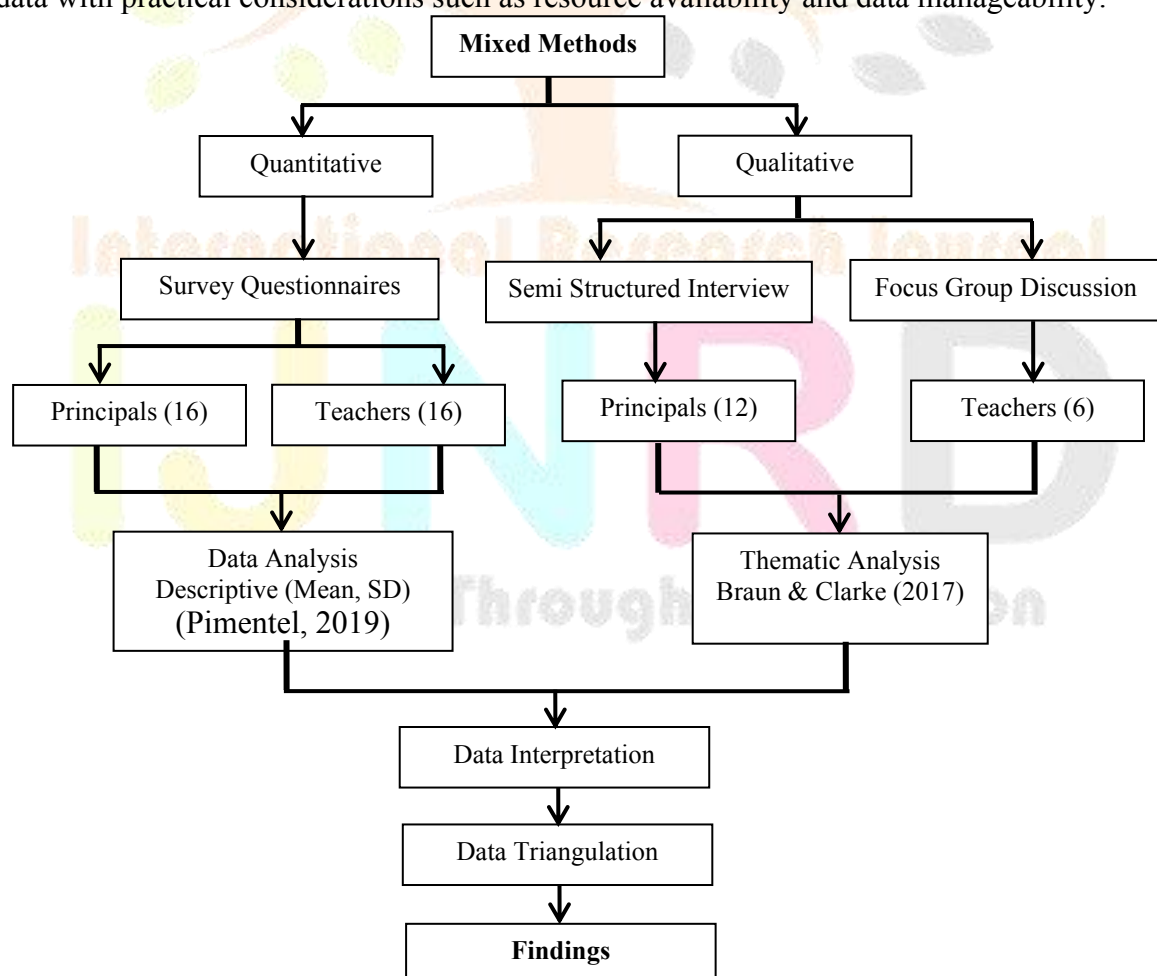
## Classroom Observation

The study employed classroom observation to observe, learn and reflect on specific information. According to Utha (2015), the observation data helps provide additional knowledge on the subject under review in any case study analysis. The classroom observation aimed to assess actual observation practices, the use of observation tools, and the interaction dynamics between teachers and observers. Halim et al. (2018) stated that observation protocols and checklists will be used to systematically record behaviors, procedures, and feedback processes during these sessions.

## Sample and Sampling

This study adopted purposive sampling, a type of non-probability sampling. This method is appropriate because it ensures that those most relevant to the research objectives, teachers who have undergone observation processes and administrators who oversee or conduct these evaluations are included in the study. Purposive sampling allows for targeted data collection, capturing detailed perceptions and insights specific to the observation practices within this context.

The study involved a total of 32 participants, comprising 16 teachers from chapcha MSS and 16 school administrators from chhukha Dzongkhag. The teachers represent a diverse cross section in terms of years of experience, subject areas, and professional development backgrounds, providing a comprehensive perspective on classroom observation perceptions. The administrators include heads of schools (Principals) for implementing and managing observation protocols. The chosen sample size balances the need for rich, qualitative data with practical considerations such as resource availability and data manageability.



**Figure 3.2**  
*Sampling plan*

## Validity and Reliability of Data Collection Tools

Reliability is a crucial need for any research. According to Creswell and Creswell (2018), reliability is concerned with consistency and repetition. In order to check the reliability and results of the instrument, the researchers also conducted a pilot test on one of the Middle Secondary School teachers and principals who were not participating in the study. Additionally, a pilot test utilizing IBM SPSS version 22 was done to assess the reliability value using the Cronbach Alpha Coefficient test. According to Creswell and Creswell (2018), the acceptable range of the Cronbach Alpha Coefficient is 0.70-0.95. The reliability of the questionnaire used in the study was determined using Cronbach's alpha as shown in the Table 3.2.

**Table 3.2**  
*Reliability Statistics of the Survey Questionnaire (Teachers and Principals)*

Sl.No	Survey Questionnaires	Conbach's alpha
1	Teacher Survey Questionnaires (Overall)	0.967
2	Principal Survey Questionnaires (Overall)	0.934
<b>Overall</b>		<b>0.9505</b>

The Researcher thoroughly examined language appropriateness, clarity, topic coverage, and content relevancy of the semi-structured interview questionnaires with the expert to improve the quality of the research tools for this study. To obtain accurate data and prevent researcher bias, the instructions for the classroom observation were closely discussed with the expert. The Researcher used member checking, also known as participant or respondent validation, as one method to increase the study's trustworthiness. According to Creswell and Creswell (2018), member checking involves returning the final report or detailed descriptions or themes to participants and assessing whether they believe the qualitative findings are accurate. This method determines the accuracy of the qualitative finding. Interview transcripts were emailed back to the participants to verify the accuracy of the findings. The codes were further cross-checked with the codes developed by different researchers by comparing the result.

### Data collection procedure

Data collection commenced only after obtaining ethical clearance from the Ministry of Education and Skills Development (MoESD) and the relevant authorities of the education office. All participants were thoroughly briefed on the study's objectives, potential risks, anticipated benefits, and the measures undertaken to protect confidentiality. Informed consent was secured through signed consent forms, which affirmed participants' voluntary engagement. To preserve anonymity, both participant identities and institutional names were kept strictly confidential throughout the study.

### Data Analysis Procedure

The collected data will be analyzed using both quantitative and qualitative methods to ensure a comprehensive interpretation of the findings.

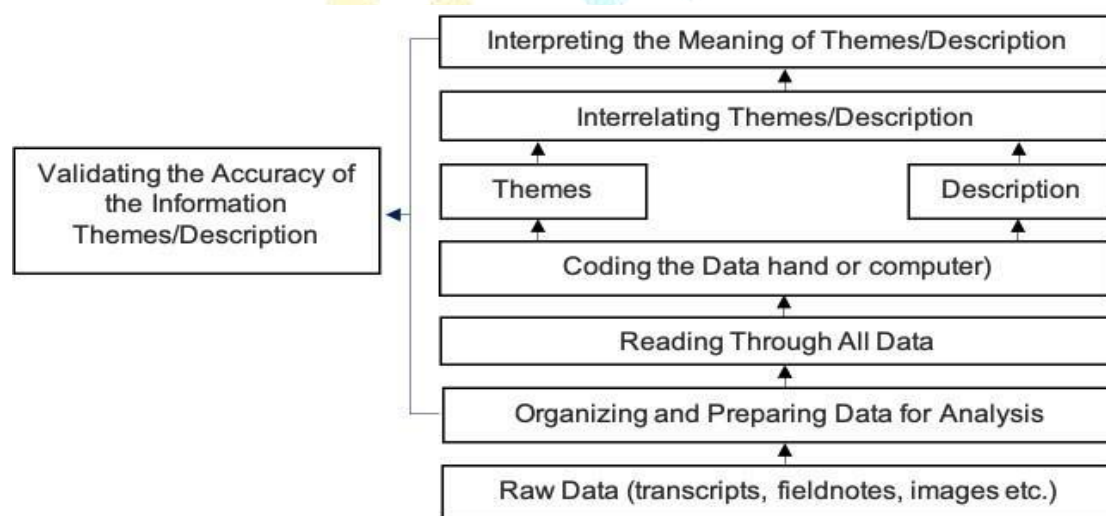
### Quantitative Data Analysis

According to Creswell (2003), quantitative research is a method that lends itself to the analysis of numerical data. The purpose of quantitative research is also to test hypotheses and examine the cause, effect,

and trends (Johnson & Christensen, 2008). Utilizing descriptive statistics, the quantitative data was coded, processed, and statistically analyzed using the Statistical Package for Social Scientists (SPSS Version 22.0). The selected software tool is easy for quantitative data analysis for coding, annotating, retrieving, and reviewing textual data. In light of this, missing data were filled in, and the data gathered from the teachers' and principals survey was modified. Compounds were made to determine the mean and standard deviation for the data. As a result, using descriptive statistics to compute the mean and standard deviation, teachers and school leaders perceive and experience classroom observation practices, were presented and summarized. Likert-scale responses were analyzed to determine overall trends and levels of agreement or disagreement.

### **Qualitative Data Analysis**

The qualitative data were thematically analyzed following the sequential steps suggested by Creswell and Creswell (2018), as shown below.



**Figure 4.1**

*Steps of Data Analysis in Qualitative Research by Creswell and Creswell (2018)*

### **Ethical Considerations**

The following measures were adopted to address ethical issues throughout the research process. Participants were provided with a clear and comprehensive information sheet explaining the purpose of the study, the procedures involved, and their rights as participants. Written informed consent were obtained prior to their participation, ensuring they understand that their involvement is voluntary and that they can withdraw at any time without any negative consequences.

All data collected were kept confidential. Personal identifiers were removed or coded to protect participants' identities. Data were stored securely in password-protected files, accessible only to the research team. Participants' responses were anonymized in all reports and publications. No identifiable information were disclosed, ensuring that individual teachers or respondents cannot be linked to specific data. Participation were entirely voluntary, and teachers will be informed that their decision to participate or withdraw will not affect their professional standing or relationship with their institution.

Prior to data collection, approval were obtained from the Ministry of Education and Skills Development (MoESD) before conducting the research, ensuring that all ethical standards are maintained and that the study complies with ethical research practices. These ethical measures aim to respect the rights

and well-being of all participants, uphold the integrity of the research process, and ensure compliance with ethical research standards.

## IV. RESULTS AND DISCUSSION

### 1. Teachers' Perceptions of the Purpose and Effectiveness of Classroom Observation Practices

**Table 5.1**  
*Teachers' Perceptions of Classroom Observation Practices*

Sl.No	Items	N	Mean	SD	Interpretation
1	Post-observation feedback helps me improve my teaching practices	16	4.06	1.12	High
2	Classroom observations are conducted regularly enough to assess my performance accurately	16	3.75	1.06	High
3	The observation criteria are clear and transparent	16	3.81	1.17	High
4	Feedback from administrator is constructive and actionable	16	4.31	1.01	Very High
5	Observation tools reflect research-based best practices	16	3.94	1.06	High
6	I feel supported by school leader during classroom evaluations	16	3.88	1.15	High
7	The frequency of observations is sufficient to evaluate my teaching effectiveness	16	4.00	1.21	High
8	Professional development sessions following observations help me address identified areas for improvement	16	4.00	1.03	High
9	Observation results are used fairly in teachers' professional evaluations	16	3.56	1.09	High
10	I believe observation tools contribute positively to student learning outcomes	16	4.00	1.15	High
<b>Grand Mean</b>		<b>16</b>	<b>3.93</b>	<b>1.10</b>	<b>High</b>

Scale: 1.00 – 1.79 (Very low); 1.80 – 2.59 (Low); 2.60 – 3.39 (Moderate); 3.40 – 4.19 (High); 4.20- 5.00 (Very high). Adapted from Pimentel (2019, p.188)

The survey results indicate that teachers generally perceive classroom observations as supportive tools for professional development, with a grand mean of 3.93 (SD = 1.10), categorized as “High.” The highest-rated item, “Feedback from administrator is constructive and actionable” (M = 4.31, SD = 1.01), highlights the importance teachers place on actionable feedback for instructional improvement. Teachers emphasized that strategies such as mentoring, reflective dialogue, and the sandwich approach enhanced the developmental value of observations.

Despite these positive perceptions, concerns emerged around teacher anxiety, fairness in evaluations, and the possibility of artificial lesson delivery when observations were frequent or mandatory. These concerns reflect international evidence that observations are most effective when framed as supportive rather than punitive (Hattie & Timperley, 2007) and align with Bhutanese research stressing the importance of building trust in observation processes (Wangda, 2023). The Bhutan Professional Standards for Teachers (BPST) further reinforce this developmental orientation, underscoring fairness, reflection, and constructive feedback as central principles of teacher professionalization (MoESD, 2020).

### 2. Influence of Classroom Observation on Instructional Practices and Professional Growth

Findings from classroom observations and interviews corroborate the positive influence of observation practices on teaching quality and professional growth. Teachers were encouraged to prepare lessons more thoroughly, use teaching-learning materials effectively, and integrate ICT into instruction.

Observed strengths included structured lesson introductions, clarity of communication, and the creative use of teaching aids. However, limitations such as overreliance on lecture methods, inconsistent lesson closure, and lapses in classroom management were also noted.

These findings mirror global scholarship that positions feedback and reflection as key drivers of professional growth (Darling-Hammond et al., 2017). At the system level, Bhutan's Education Monitoring Division (EMD) provides standardized observation tools focusing on lesson planning, delivery, and learner engagement (MoESD, 2021), which aligns with the identified strengths. Importantly, novice teachers were found to benefit most from observation feedback, consistent with BPST's emphasis on mentoring and induction support (MoESD, 2020).

### 3. The Role of Principals and Administrators in Supporting Effective Classroom Observation and Feedback

**Table 5.2**  
*Principals' Self-Reported Effectiveness in Conducting Classroom Observations*

Sl.No	Items	N	Mean	SD	Interpretation
1	I effectively use classroom observation tools to assess teaching practices	16	4.06	.772	High
2	I provide timely and constructive feedback after lesson observations	16	4.06	.929	High
3	I clearly communicates the criteria used during classroom observations	16	4.00	.816	High
4	I ensure that observation practices are aligned with professional teaching standards	16	4.19	.911	High
5	I use lesson observation as an opportunity to promote teachers' professional growth	16	4.38	.957	Very High
6	I allocate sufficient time and resources for meaningful lesson observations	16	3.75	.931	High
7	I ensure that observation data are used fairly and appropriately in teacher evaluations	16	3.75	.931	High
8	I support training and development of observers to improve the quality of classroom evaluations	16	3.81	.834	High
9	I foster a collaborative environment between teachers and administration during lesson observation	16	4.19	.750	High
10	The principal's involvement in lesson observation positively influences student learning outcomes	16	4.19	1.109	High
<b>Grand Mean</b>		<b>16</b>	<b>4.04</b>	<b>0.89</b>	<b>High</b>

Scale: 1.00 – 1.79 (Very low); 1.80 – 2.59 (Low); 2.60 – 3.39 (Moderate); 3.40 – 4.19 (High); 4.20- 5.00 (Very high). Adapted from Pimentel (2019, p.188)

Principals reported high effectiveness in conducting classroom observations (grand mean = 4.04, SD = 0.89), with the strongest endorsement for using observations to promote teacher growth (M = 4.38, SD = 0.96). Leaders typically conducted unannounced walk-in observations, guided by MoESD criteria and BPST frameworks. Feedback practices emphasized constructiveness and specificity, aligning with formative assessment approaches that foster teacher reflection and growth (Black & Wiliam, 2009).

Nevertheless, principals identified several constraints, including limited time, administrative workload, and the absence of formal training in observation methods. Many relied on prior teaching experience rather than structured preparation. These limitations echo Bhutanese studies noting that leadership effectiveness is hindered by competing responsibilities (Dorji, 2020). The School Leadership

Development Programme (SLDP) recognizes classroom observation as a critical leadership role, yet implementation challenges persist due to resource and workload pressures (MoESD, 2019). Without addressing these systemic constraints, observation practices may not fully realize their potential to improve teaching and learning outcomes.

**Table 5.3**

*Triangulation Matrix: Alignment of Teacher Surveys, Principal Interviews, and Classroom Observations*

Theme	Teacher Survey	Principal Interviews	Classroom Observations	Interpretation
Constructive Feedback	High value (M = 4.31)	Emphasis on sandwich approach, mentoring, reflective discussions	Feedback often immediate, specific, solution-focused	Observations confirm feedback is central to professional growth
Instructional Improvement	High	Observations guide lesson preparation, PD, mentoring	Teachers prepare lessons better, integrate ICT and materials	Triangulated data confirm observations impact instructional practice
Professional Growth	High	Observations linked to PD, goal-setting, coaching	Novice teachers show improvement with structured feedback	Observations foster continuous professional development
Fairness / Trust	Medium-High	Principals report challenges ensuring fairness	Some artificial lesson delivery observed	Indicates area for policy and practice improvement
Time / Resources	Medium-High	Workload limits observation quality	Large schools impacted by constraints	Structural support needed for optimal observation effectiveness

Taken together, the results demonstrate that teachers and school leaders in Bhutan value classroom observations as opportunities for professional growth and instructional improvement. Observations positively influence teaching quality, especially for novice teachers, while principals play a pivotal role in shaping observation practices. However, systemic challenges including workload, lack of formal training, and concerns about fairness limit the effectiveness of current practices. Addressing these issues through structured training, clearer evaluation criteria, and alignment with BPST and MoESD frameworks is essential for strengthening observation practices as tools for continuous professional development in Bhutanese secondary schools.

## V. Conclusion and Recommendations

The findings of this study demonstrate that classroom observation practices in Bhutan are largely perceived as supportive instruments for teacher professional development, particularly when feedback is constructive, specific, and coupled with mentoring and reflective dialogue. Observations were found to enhance instructional quality by promoting thorough lesson preparation, effective use of teaching-learning materials, ICT integration, and innovative pedagogical strategies, with novice teachers benefiting most. Principals play a critical role in facilitating these outcomes; however, systemic constraints such as administrative workload, limited time, and insufficient formal training can limit the developmental impact of observations. Aligning with international scholarship (Darling-Hammond et al., 2017; Hattie & Timperley, 2007) and Bhutanese policy frameworks (BPST, MoESD, 2020), the study underscores that classroom observations are most effective when framed as supportive rather than evaluative, fostering trust and authentic teaching practices.

Based on these findings, several recommendations are proposed: schools should implement structured, reflective, and mentoring-focused observation models to maximize developmental benefits; leadership programs must provide formal training in observation techniques and feedback delivery; workload and time management strategies should be introduced to enable principals to conduct meaningful observations; and policies should emphasize fairness, transparency, and trust-building to mitigate teacher anxiety and prevent artificial lesson enactment. Collectively, these measures can strengthen instructional quality, promote professional growth, and optimize the impact of classroom observations within Bhutanese schools.

### Acknowledgment

The researcher expresses gratitude to the Ministry of Education and Skills Development (MoESD) for granting approval for this study.

### REFERENCES

- [1]Asio, C. & Riego de Dios, M. (2019). Professional standards for teachers. *Journal of Educational Standards*, 5(2), 45-59.
- [2] Baldanza, M. (2018). *Baldanza's Model of 21<sup>st</sup> Century Instructional Leadership*. Just Ask Publication and Professional Development.
- [3] Barkman, C. (2015). The characteristics of an effective school leader. *BU Journal of Graduate Studies in Education*, 7(1),14-18.
- [4] Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31. <https://doi.org/10.1007/s11092-008-9068-5>
- [5] Braun, V., & Clarke, V. (2017). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- [6] Bushi, J., & Kristo E. (2021). Bewertung und Selbstevaluation in der Lehre. *Balkan Journal of Interdisciplinary Research*, 7(1), 200-215.
- [7] Boyd, D. (1989). *Reflective teaching: Professional artistry through inquiry*. Princeton University Press.
- [8] Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed method approach* (4th ed.). Sage publications, Inc.
- [9] Creswell, J.W., & Creswell, J.D. (2018). *Research design*. SAGE Publications, Inc.
- [10] Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- [11] Dewi, D. N. (2021). Instructional leadership practices in schools: A literature review. *International Journal of Current Science Science Research and Review*. <https://doi.org/10.47191/ijcsrr/v4-i10-15>.
- [12] DeWitt, P.M. (2020). *Instructional Leadership: Creating practice out of theory*. Corwin, Thousand Oaks.
- [13] Dorji, J. (2020). Instructional leadership in Bhutanese schools: Challenges and opportunities. *Journal of Educational Action Research*, 6(2), 45–62
- [14] ECU Online, (2019). 5 effective leadership styles in education. Online education-postgraduate courses acceleratedb-ECUnonline. <https://studyonline.ecu.edu.au/blog/effective-leadership-styles-education>.

- [15] Goe, L., Courtney, B., & Little, O. (2008). Approaches to evaluating teacher effectiveness: A research synthesis. *National Comprehensive Center for Teaching Quality*.
- [16] Grisson, J.A., Anna, J.E., & Constance, A.L. (2012). How principals affect students and schools: A systematic synthesis of two decades of research. New York: *The Wallace foundation*.  
<https://www.wallacefoundation.org/principalsynthesis>.
- [17] Halim, S., Wahid, R., & Halim, T.(2018). Classroom Observation-a powerful tool for continuous professional development. *International Journal on Language, Research and education Studies*, 2(2), 162-168.
- [18] Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- [19] Hill, H. C., & Grossman, P. (2013). Learning from teacher observations: Challenges and opportunities posed by new teacher evaluation systems. *Harvard Educational Review*, 83(2), 371-384.  
<https://doi.org/10.17763/haer.83.2.d1151140375u376>
- [20] Jewell, J. (2017). The importance of timely feedback in teacher professional development. *Educational Review*, 69(4), 567-582.
- [21] Khachatryan, E. (2015). Effective feedback for teacher improvement: The use of classroom observations as a tool in teacher evaluation. *International Journal of Instruction*, 8(1), 75-88.
- [22] Mathers, C., Oliva, M., & Laine, S. W. (2013). Improving instructional practices through collaborative leadership. *Journal of Educational Leadership*, 17(3), 142-156.
- [23] Ministry of Education and Skills Development. (2020). *Classroom observation in the Bhutanese classroom: Its reality and limitation*. Retrieved from [https://www.researchgate.net/publication/347437242\\_Classroom\\_Observation\\_in\\_the\\_Bhutanese\\_Classroom\\_Its\\_Reality\\_and\\_Limitation](https://www.researchgate.net/publication/347437242_Classroom_Observation_in_the_Bhutanese_Classroom_Its_Reality_and_Limitation)
- [24] Ministry of Education and Skills Development (MoESD). (2020). *Bhutan professional standards for teachers (BPST)*. Thimphu, Bhutan: Royal Government of Bhutan.
- [25] Ministry of Education and Skills Development (MoESD). (2019). *School leadership development programme (SLDP) framework*. Thimphu, Bhutan: Royal Government of Bhutan.
- [26] Ministry of Education and Skills Development (MoESD). (2021). *Education monitoring division guidelines on classroom observation*. Thimphu, Bhutan: Royal Government of Bhutan.
- [27] Munna, A.S., & Kalam, M.A. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation*, 4(1), 1-4.
- [28] OECD, (2016). *School Leadership for developing professional learning communities*. OECD Teaching in Focus publishing, Paries. <https://doi.org/10.1787/5jlr5798b937-en>.
- [29] Oliver, R.M., & Reschly, D.J. (2007). TQ connection issue paper on improving student outcomes in general and special education effective classroom management: Teacher preparation and professional development; [www.tqsource.org](http://www.tqsource.org).
- [30] Pimental, J. (2019). Some biases in likert scaling usage and its correction. *International Journal of Science and Applied Research*, 45(1), 183-191. <https://www.researchgate.net/publication/332533000>

- [31] Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223–231. <https://doi.org/10.1002/j.2168-9830.2004.tb00809.x>
- [32] Robin, V. M. J. (2010). From instructional Leadership to Leadership capabilities: Empirical findings and methodological challenges. *Leadership and policy in schools*, 9(1), 1-26.
- [33] Ryan, F., Coughlan, M., & Cronin, P. (2009). Interviewing in qualitative research. *International Journal of Therapy and Rehabilitation*, 16(6), 309-314. <https://doi.org/10.12968/ijtr.2009.16.6.42433>
- [34] Stein, M. K. (2003). *Leadership Content Knowledge, Educational Evaluation, and Policy Analysis*, 25(4), 423-448.
- [35] Tarusha, F., & Bushi, J. (2024). The role of classroom observation, its impact on improving teachers' teaching practices. *European Journal of Theoretical and Applied Sciences*, 2(2), 718-723. [https://doi.org/10.59324/ejtas.2024.2\(2\).63](https://doi.org/10.59324/ejtas.2024.2(2).63)
- [36] Wangda, K. (2023). Teachers' attitudes to the implementation of Bhutan Professional Standards for Teachers in Bhutan. *Asian Journal of Educational Research*, 11(2), 1-14. Retrieved from <https://files.eric.ed.gov/fulltext/ED630794.pdf>
- [37] Wangda, P. (2023). Teachers' perceptions of classroom observation practices in Bhutanese secondary schools. *Bhutan Journal of Research and Development*, 12(1), 34–52.

