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TEACHERS' PERCEPTION REGARDING EFFECTIVENESS OF STANDARDIZED CLASSROOM OBSERVATION TOOLS AT PRIMARY LEVEL IN TEHSIL SANGLA HILL DISTRICT NANKANA SAHIB

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ABSTRACT

A classroom observation tool is a systematic method used by educators and administrators to gather data and assess various aspects of teaching and learning in a classroom setting. It helps provide feedback to teachers, identify areas for improvement, and promote professional growth. The present study focused on the teachers' perception regarding effectiveness of standardized classroom observation tools in district Nankana Sahib which consists of three tehsils i.e. Nankana Sahib, Sangla Hill and Shah Kot. Out of these three tehsils Sangla Hill was selected conveniently. There were total 49 primary schools (male = 19, female =30) in the selected Tehsil. The number of teachers working in these schools were 296 (male = 133, female =163). All the teachers of these selected schools was the population of the study. There were total 296 teachers in these 49 schools according to the data collected from school information system(SIS) i.e. www.sis.punjab.gov.pk. Online available software i.e. www.surveysystem.com was used to determine the sample size of the study. A sample size of 141 teachers was calculated keeping confidence level of 95% and confidence interval 6%. By using proportionate sampling (male = 63; female = 78), researcher ensure that the sample size. The respondent were selected by convenient sampling technique. A well-structured, validated and reliable questionnaire was used to collect data. The data were analyzed and found that a significant proportion of the participants concurred that the implementation of standardized classroom observation tool (SCOT) contributed to their increased knowledge of ICT usage (4.58±.77) and facilitated advancements in teaching and learning (4.52±.89). As such, it can be concluded that SCOT is a valuable tool for enhancing educational outcomes. It was also observed that the teachers received feedback during the reflective conversation is/are sufficient (4.47±.94) and teachers are delighted with the classroom observation tool (4.58±.76). The study's overall results indicate that implementing SCOT leads to enhancements in students' social and teamwork proficiencies (4.65±.66) and improvements in their intonation abilities (4.65±.72). The implementation of SCOT has been found to be beneficial in enhancing students' academic performance (4.60±.75). Teacher should be made familiar with the observation tools and students achievements. In this regard teacher confidence and conceptual ability should be polished to obtain the results.

Keywords: Teachers' Perception, Effectiveness, Standardized Classroom, Observation Tools

INTRODUCTION

Different types of observational tools

Jotings (quickly written short notes)
Able the teachers to observe and record quickly about behaviour of students
Develop the critical thinking observational skills of teachers
Increase the ability to observe comparatively
Increase the professional development by able them to explain observations through informal sketch
Running records (detailed sequential recording)
Able teachers to precise students reading behavior
Teachers can get conscious about speaking difficulty of students
Enable teachers to teach with full fluency
Increase the ability of intonation
The cues of this record able the teachers to design independent literacy activities
Able the teachers to observe behaviour development
Checklist
Project checklist able the teachers to organize assignments
Procedure checklist increase the skill to reduce errors in completeness
Communicative checklist develop the ability to ensure consistency in tasks
Project checklist able the teachers to produce conducive learning environment
Procedure assessment increase the skill to demonstrate outcomes effectively
Communication able the teachers to reduce the errors and omissions
Anecdotal records
Peer observation increase the skill of explaining behaviour in story style
Reflective Journalism able the teachers to summarize the basic aspects of students personality
Incident analysis develop the ability to naturally observe child interaction with others
Peer observation increase the skill to take best guess about students behavior
Sociogram
Able the teachers to explain the students interaction socially
Increase the ability to narrate the results of observation diagrammatically
Increase the professional skill to define observational preferences
Develop the ability to understand the nature of students social relation through observation
Time sample
Increase the ability to observe the occurance of behaviour with in specific time
Able the teachers to divide the delegated time in equal intervals for better observation
Enhance the ability of teachers through which teachers point out the different events
Able the teachers to show students behaviour at pre determined regular interval
Observation Rubricks
Able the teachers to define the coherent purpose of observation
Increase the capacity to build strong records through best observational tool
Able the teachers to use this observational tool by staying in specific observational focus
Able the teachers to communicate proactively for highlighting the differentiate of students behaviour

REVIEW OF LITERATURE

This section is dedicated to the evaluation of correlated literatures existing on the diverse features of this study theme. It judgmentally assesses the literatures finding out the gaps in current knowledge, also finding out in what manner it is pertinent to current study. This section provides review of books, journals, published and unpublished literature, as well as official reports, research article as well as online electronic sources. The method of literature review aided the scholar justifying the necessity to conduct inquiry on the specific subject.

Ecclestone and Hayes (2019) narrated that use of observational tool is the principle of bring development and progress in the society. It can be stated without indecision of classroom observational tools use of observational tool quality of classroom observational tools cannot be increased. In classroom observational tools there's commonly teach standardized curriculum that can be enhanced through the instructor for the future challenges and attentions of students.

Armstrong *et al*. (2019) described that the use of observational tool quality of classroom observational tools has direct relation with the academic experiences that are attained and provided by the classroom observational tools during the use of observational tool sessions. The building of classroom observational tools and use of observational tool interests attain their permanency through the teachers and teachers and students. Faculty of classroom observational tools become successful when all the teachers and students provide their services to the use of observational tool activities of students. This thing shows that the use of observational tool activities and grade marks with required skillare achieved by impressive elements of parental services. Nearly 90% marks are attained by the students of classroom observational tools whose teachers and students have direct link to the teachers and attain the regular report of their children.

Glenn (2010) expressed that the main function of the public sector is generally justified on the basis of various arguments of classroom observational tools. For example, if teachers and students are not able for providing of basic use of observational tool to the children, then the enrollment rate become totally slow in these circumstances classroom observational tools provide their free services for the imparting of use of observational tool. Public-school learning activities become success when the basic three stake holders provide their price less services. It is also argued that popular public school increase the trends of attaining basic use of observational tool from all that indirectly provide satisfaction to the teachers and students and students.

Verbrugge (2012) defined that the learning outcomes of public-school students are totally depend on the efforts of classroom observational tools which make them success citizen of any society. Teachers' behavior and class size are very effective elements of student's success of classroom observational tools.

Kushi*et al*. (2012)described that classroom observational tools of use of observational tool generally motivate the students towards learning as every students have to give their active participation in the use of observational tool activities. Use of observational tool stake holders want to provide depth knowledge and contextual learning to the students. They make the use of observational tool process more attractive and interested for the students. Training of teachers and students and teaching of teachers able the students to adjust with all the students as develops the adjustment ability. With the efforts of teachers and students teachers can provide the variety of active learning opportunities to the students that directly effects the classroom performance of students and professional achievements of students.

Harris (2010) narrated that classroom observational tools are an indispensable piece of any establishment of advanced use of observational tool system of society. According to the classroom observational tools of use of observational tool learning facilities in classroom observational tools and colleges are known as the backbone for learning procedure. The main job of public-school learning is instructive that give dynamic instruments for living in the schools beyond their homes. It helps in the development of deep adjustment ability as the students of different societies come their for attaining same use of observational tool circumstances.

METHODOLOGY

The present study focused on the teachers' perception regarding effectiveness of standardized classroom observation tools in the district Nankana Sahib which consists of three tehsils i.e. Nankana

Sahib, Sangla Hill and Shah Kot. Out of these three tehsils Sangla Hill was selected conveniently. There were total 49 primary schools (male = 19, female =30) in the selected Tehsil. The number of teachers working in these schools were 296 (male = 133, female =163). All the teachers of these selected schools was the population of the study. There were total 296 teachers in these 49 schools according to the data collected from school information system(SIS) i.e. www.sis.punjab.gov.pk. Online available software i.e. www.surveysystem.com was used to determine the sample size of the study. A sample size of 141 teachers was calculated keeping confidence level of 95% and confidence interval 6%. By using proportionate sampling (male = 63; female = 78), researcher ensure that the sample size. The respondent were selected by convenient sampling technique. A well-structured, validated and reliable questionnaire was used to collect data. The data were analyzed.

RESULTS AND DISCUSSION

In a research study or survey, the "Results and Discussion" section is a critical part of the thesis. It presents the findings or outcomes of the study or survey and provides an in-depth analysis and interpretation of the data collected. This section is where researchers or authors describe and discuss the results, draw conclusions, and relate them to the research objectives. In the Results and Discussion section, researchers provide a comprehensive account of their experimental or observational results. The results are typically presented in a structured manner using tables, graphs, or other visual representations to enhance clarity and understanding. The data obtained from the study are analyzed and summarized, highlighting the key findings and observations (Heeringa *et al.,* 2017). Thesis chapter are divided into the following sub-sections.

Demographic Characteristics of the Respondents.

Demographic characteristics refer to the measurable attributes of individuals that provide information about their social and economic characteristics. These characteristics are often used to categorize and analyze a population or a group of respondents in surveys, research studies, marketing campaigns, and various other fields. Demographic characteristics typically include factors such as gender, age, education level, income level, income and experience and geographic location (Richa, 2012). The current section represents the detail of the demographic attributes of the respondents.

Table 4.1

Participants' distribution according to demographic characteristics

Gender	***F***	**%**
Male	63	44.7
Female	78	55.3
Age group		
Up to 35	56	39.7
36-45	51	36.2
>45	34	24.1
Residence		
Rural	106	75.2
Urban	35	24.8
Family structure		
Nuclear	74	52.5
Joint	67	47.5
Total	141	100.0

According to the data presented in Table 4.1, it can be observed that 44.7 percent of the participants identified as males while the remaining 55.3 percent identified as females. The results of present study are contradictory to those of Faridi (2022). He found that slightly more than half (50.3%) of PSTs were males and rest (49.7%) of the PSTs were female.Around 40% of the participants had up to 35 years of age, 36.2 percent had 36-45 years of age and 24.1 percent had above 45 years of age. Similarly, Ali (2022) reported that a significant number (58.6%) of the primary school teachers belonged to the young age group (up to 35). However, 18.0 % were 35-45 years old and 23.3 % of the teachers had 45-60 years of age.Seventy-nine percent of the participants in the study were from rural areas, and twenty-eight percent lived in urban areas. Ali (2022) presented nearly identical results. He discovered that 36.2 percent of the respondents, who were teachers in elementary schools, were from rural areas, and 34.8 percent were from metropolitan areas. A traditional combined family made up 47.5% of the participants, according to the data. Nonetheless, the results showed that a sizable fraction of the participants (52.5%) belonged to a distinct family structure (nuclear family).

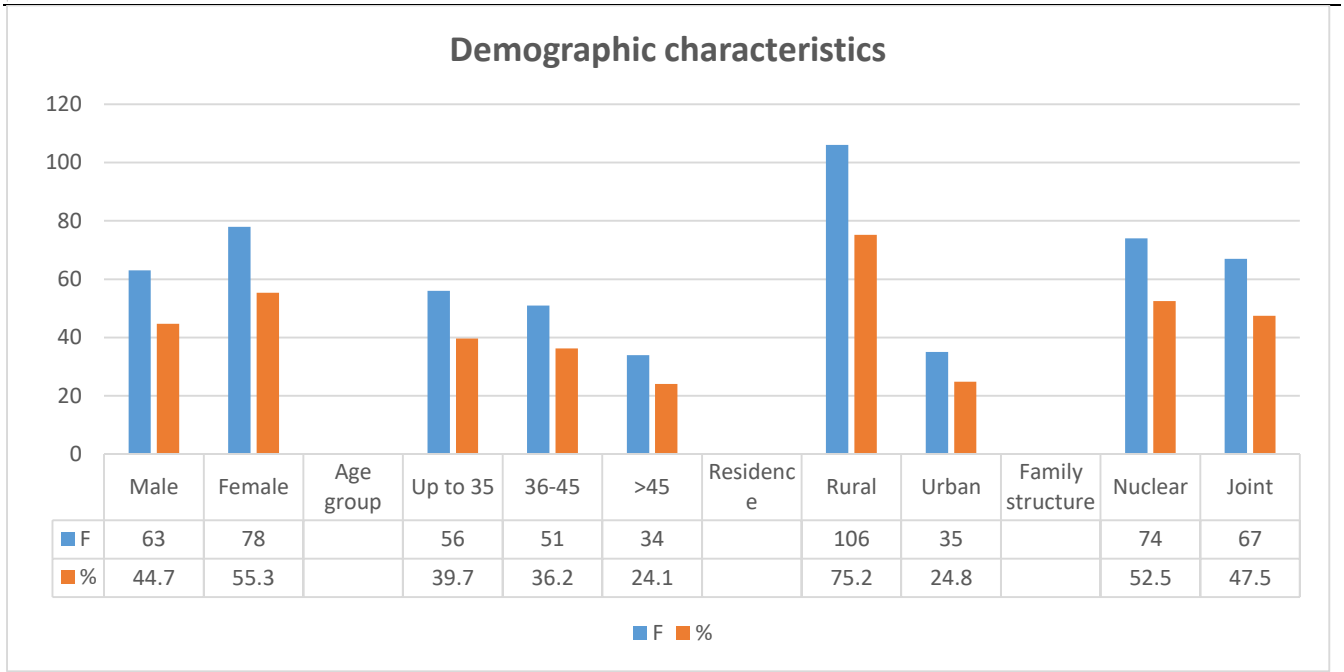

Table 4.2

Ranking of participants' perception regarding standardized classroom observation tools (SCOT)

Teachers' perception regarding SCOT	W.S.	Mean	S.D.	Rank
SCOT helped to be more knowledgeable about the use of ICT	646	4.58	.77	1
Teachers are delighted with the classroom observation tool	646	4.58	.76	2
SCOT leads to the improvement of teaching and learning	638	4.52	.89	3
Teachers received sufficient feedback during the reflective conversation	630	4.47	.94	4
The SCOT raises anxieties more than the traditional observation model.	629	4.46	.98	5
SCOT helped teachers to grow and improve learners' learning	623	4.42	1.03	6
SCOT is enough to determine the success of the teaching and learning process	620	4.40	1.01	7
SCOT improved teacher-administrator interactions.	619	4.39	.99	8
SCOT gave a good understanding of my classroom's culture	614	4.35	1.01	9
The revised SCOT is preferred by teachers.	612	4.34	1.08	10

Table 4.2 represents the ranking of teachers' perceptions regarding standardized classroom observation tools (SCOT). According to the study's results, the statement "SCOT helped to be more knowledgeable about the use of ICT" is placed highest, with a weighted score of 646, a mean value of 4.58, and a standard deviation of.77. The replies leaned towards the "strongly agree" group, as indicated by the mean score of 4.58. Similarly, with a weighted score of 646, a mean value of 4.58, a standard deviation of.76, and a ranking of second, the statement "Teachers are delighted with the classroom observation tool" The replies leaned towards the "strongly agree" group, as indicated by the mean score of 4.58. With a mean score of 4.52, a standard deviation of 0.89, and a weighted score of 638, the statement "SCOT leads to the improvement of teaching and learning" came in third place. Additionally, the mean value of 4.52 shows that the responses tended to 'strongly agree' category.

With a weighted score of 630, a mean value of 4.47, and a standard deviation of.94, the statement "The feedback teachers received during the reflective conversation is/are sufficient" was ranked fourth. The replies were restricted to the "agree" category, as indicated by the mean value of 4.47. With a mean score of 4.46, a standard deviation of.98, and a weighted score of 629, the statement "Compared to the traditional observation model, my anxiety level becomes more with the SCOT" was ranked fifth. The replies appeared to lean towards the "agree" group,

as indicated by the mean score of 4.46. The statement, "SCOT assisted educators in developing and enhancing students' learning," came in at number six with a weighted score of 623, a mean value of 4.42, and a standard deviation of 1.03. The replies appeared to lean towards the "agree" group, as indicated by the mean score of 4.42.The statement, "SCOT is sufficient to assess the effectiveness of the teaching and learning process," came in at number seven with a weighted score of 620, a mean value of 4.40, and a standard deviation of 1.01. The replies tended to fall into the "agree" group, as indicated by the mean score of 4.40.

With a weighted score of 619, a mean value of 4.39, a standard deviation of.99, and an overall ranking of 8, the statement "SCOT has helped to enhance the relationship between teachers and administrators" was placed eighth. The replies tended to fall into the "agree" group, as indicated by the mean score of 4.39.

In a similar vein, the statement "SCOT provided a good understanding of the culture in my classroom" came in at number nine with a weighted score of 614, a mean value of 4.35, and a standard deviation of 1.01. The replies tended to fall into the "agree" group, as indicated by the mean score of 4.35. At 4.34, 1.08, and 612 weighted points, the statement "Teachers prefer the revised SCOT compared to the traditional evaluation model" was ranked 10th. The replies appeared to lean towards the "agree" group, as indicated by the mean score of 4.34.

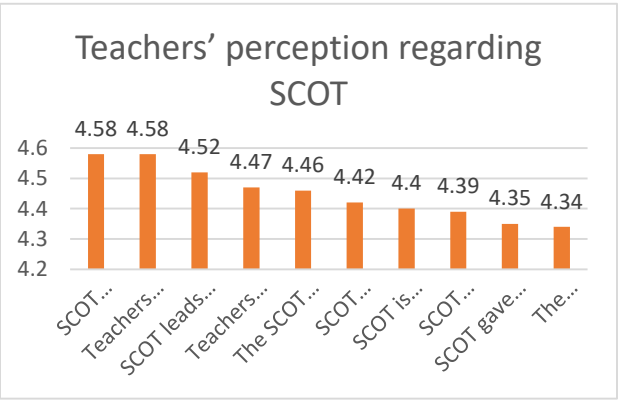

Table 4.3

Ranking of teachers' use of materials while implementing standardized classroom observation tools

Method: use of material	W.S.	Mean	S.D.	Rank
Teachers write on the blackboard/ whiteboard	665	4.72	.55	1
Textbook was used by the teacher	655	4.65	.74	2

The rating of instructors' materials used when using standardized classroom observation methods is shown in Table 4.3. The study's findings indicate that the statement "Teachers write on the blackboard/whiteboard" was given the highest ranking, with a weighted score of 665, a mean value of 4.72, and a standard deviation of.55. The replies leaned towards the "strongly agree" group, as indicated by the mean score of 4.72. In a similar vein, the statement "The teacher used the textbook" came in second place with a weighted score of 655, a mean value of 4.65, and a standard deviation of.74. The replies leaned towards the "strongly agree" group, as indicated by the mean score of 4.65.

Table 4.4

Ranking of teachers' use of demeanor method while implementing standardized classroom observation tools

Method: teacher demeanor	W.S.	Mean	S.D.	Rank
Teacher mostly standing (as opposed to sitting)	648	4.60	.80	1
Teacher visits children individually	639	4.53	.77	2
Teacher smiling, laughing or joking with pupils	637	4.52	.85	3
Teacher calls pupil by name while teaching	625	4.43	.94	4

The ranking of instructors' application of the demeanor technique while using standardized classroom observation tools is shown in Table 4.4. According to the study's findings, the statement "Teacher mostly standing (as opposed to sitting)" was placed highest, with a weighted score of 648, a mean value of 4.60, and a standard deviation of.80. The replies leaned towards the "strongly agree" group, according to the mean value of 4.60. In a similar vein, the statement "Teacher visits children individually" was ranked 2 with a weighted score of 639, a mean value of 4.53, and a standard deviation of.747. The replies leaned towards the "strongly agree" group, as indicated by the mean score of 4.53.

Similarly, the statement, "Teacher grinning, laughing, or making jokes with students," came in third place with a weighted score of 637 and a mean value of 4.52. The replies also tended to fall into the "strongly agree" group, as indicated by the mean score of 4.52.

The statement, "Teacher addresses each student by name while teaching," however, came in fourth place with a weighted score of 625, a mean value of 4.43, and a standard deviation of.94. The replies were confined to the "agree" category, according to the mean value of 4.43.

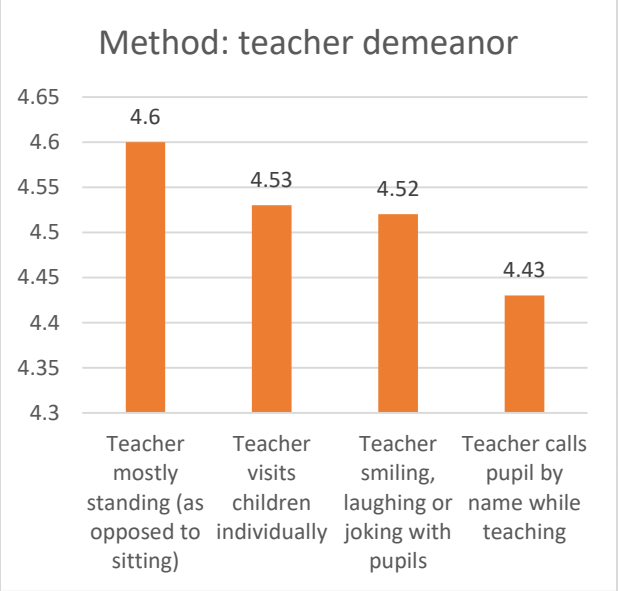

Table 4.5

A comparative analysis of the perceptions held by male and female teachers regarding SCOT

Teachers' perception regarding SCOT	Gender	N	Mean	S.D.	t-value	*p*-value
SCOT has helped to enhance the relationship between teachers and administrators	Male	63	4.75	.47	4.03	.000**
	Female	78	4.10	1.19		
The feedback received by the teacher during the reflective conversation is/are sufficient	Male	63	4.78	.41	3.65	.000**
	Female	78	4.22	1.15		
Compared to the traditional observation model, my anxiety level becomes more with the SCOT	Male	63	4.78	.41	3.58	.000**
	Female	78	4.21	1.21		
SCOT leads to the improvement of teaching and learning	Male	63	4.86	.39	4.17	.000**
	Female	78	4.26	1.08		
Teachers prefer the revised SCOT compared to the traditional evaluation model	Male	63	4.75	.43	4.24	.000**
	Female	78	4.01	1.31		
SCOT gave a good understanding of my classroom's culture	Male	63	4.73	.48	4.17	.000**
	Female	78	4.05	1.21		
SCOT helped to be more knowledgeable about the use of ICT	Male	63	4.54	.77	-.575	.567^{NS}
	Female	78	4.62	.77		
SCOT helped teachers to grow and improve learners' learning	Male	63	4.81	.39	4.27	.000**
	Female	78	4.10	1.26		
SCOT is enough to determine the success of the teaching and learning process	Male	63	4.51	.98	1.176	.241^{NS}
	Female	78	4.31	1.02		
Teachers are delighted with the classroom observation tool	Male	63	4.62	.79	.520	.604^{NS}
	Female	78	4.55	.75		

The abbreviation (NS) represents non-significant while (*) denotes significance at the 5% level, and (**) indicates high significance at the 1% level.

Table 4.5 represents a comparative analysis of the perceptions held by male and female teachers regarding SCOT. Based on the findings of the t-statistics, it was determined that male primary school teachers exhibited a greater degree of positive and statistically significant perception regarding the benefits are given below associated with standardized classroom observation tools, in comparison to their female counterparts.

- SCOT has helped to enhance the relationship between teachers and administrators (t-value = 4.03, *p*-value = .000).
- The feedback received by the teacher during the reflective conversation is/are sufficient (t-value = 3.65, *p*-value = .000).
- Compared to the traditional observation model, my anxiety level becomes more with the SCOT (t-value = 3.58, *p*-value = .000).
- SCOT leads to the improvement of teaching and learning (t-value = 4.17, *p*-value = .000).
- Teachers prefer the revised SCOT compared to the traditional evaluation model (t-value = 4.24, *p*-value = .000).
- SCOT gave a good understanding of my classroom's culture (t-value = 4.17, *p*-value = .000).
- SCOT helped teachers to grow and improve learners' learning (t-value = 4.27, p-value = .000).

CONCLUSIONS

It was concluded that a significant proportion of the participants agreed that the implementation of standardized classroom observation tools (SCOT) contributed to their increased knowledge of ICT usageand facilitated advancements in teaching and learning. As such, it can be concluded that SCOT is a valuable tool for enhancing educational outcomes. It was also observed that the feedback teachers

received during the reflective conversation is/are sufficient and teachers are delighted with the classroom observation tool. The study's overall results indicate that implementing SCOT leads to enhancements in students' social and teamwork proficienciesand improvements in their intonation abilities. The implementation of SCOT, has been found to be beneficial in enhancing students' academic performance.

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