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Research Article

Effects of Classroom Observation of Parents to the Performance of Pupils

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ABSTRACT

The study aimed to determine the effects of classroom observation of parents to the performance of pupils in Pandayan Elementary School for the school year 2019-2020. A descriptive research method was utilized in this study. A research – made instrument for pre-test and post-test aligned with the given learning competencies in the K to 12 Curriculum Guide in Grades 4 -6 was designed and undergone validity and reliability examination by peer-experts. After the validation from other Principals, the Division Research Chairperson has approved the instrument. The researcher also carried out a dry run before the actual pre-test and post-test assessment to the respondents. The gathered data from the tests were recorded and analyzed using Microsoft Excel and SPSS. The findings showed that the post-test scores have increased after the classroom observation of parents. In conclusion, there was a significant difference on the academic performance of pupils in Mathematics before and after classroom observation of parents.

Keywords: Classroom Observation of Parents, Performance of Pupils, Descriptive Research Method, Elementary School

Introduction

Classroom observation is a powerful means to understanding the unique nature of each classroom and the strengths of each adult in the environment (Battle, 2016). You can see just where support is needed when you frequently observe and interact with the classrooms. One of the best ways for school leaders to build trust in teachers is to observe them working their magic in the classroom. Yet, we rarely invite parents to observe our learning spaces and see their children in action.

The proponent thinks one of the most powerful community-building tools in a school is parent child classroom observation. We build strong schools when we deeply engage all of our stakeholders. We lift the veil on the mysteries of our schools when we invite parents to observe our classroom. Our parent community is empowered by the opportunity to engage and understand their child's learning environment.

Teachers who are regularly observed are also a lot less likely to fall into slumps unno-

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ticed. When teachers know that people (parents, administrators, colleagues) are coming for observations regularly, they are mindful of their environment and practices. An article showed that the work attitudes of teachers were very high in terms of efficacy, sense of community and professional interest (Jimenez, 2020a). The 21st century provided and equipped teachers with attributes and skills that they need to possess (Asio & Riego, 2019a, 2019b).

Parent observation is an opportunity for your child to share with you a dynamic picture of what life is like Montessori-style— friends, teachers, learning materials, as well as the less tangible atmosphere that is "home" for the child for so much of his or her working day (Battle, 2016).

Children respond differently to having their parents in the classroom than they do in the normal course of the school day or at home. It is the talent of the classroom teacher to deal with your child's response and it is fine for you and your child to spend the observation time watching the class together if he or she is not able to leave your lap. The teachers will not be able to take time from their classroom duties to converse with you either during or after your observation. However, the teachers, no matter how busy their schedules are, they still develop supplementary learning materials for their students (Jimenez, 2020)

An article also explained the hints on observing. They have found it helpful to offer a guide to observing and interpreting the dynamics of the Montessori classroom (Battle, 2016). Many parents, upon first entering the environment with it abuzz with children, feel overwhelmed by the diverse activities that are going on. In a particular study, it concluded that standardized classroom observation tool serves as a guide for teachers to assess their performance and plan for improvement (Barrogo, 2020).

Many parents have asked how one directress can "handle" a group of thirty children. The answer lies with this interaction process. The directress is a facilitator of the child's autonomous learning process. Teachers, just like a directress should have proficiency in terms of different teaching skills. A study found that teachers are very good in terms of professional skills (Asio et al., 2019). In addition, since teachers deal with different students, an article found that teachers are also aware of the protection policy intended for their students (Asio et al., 2020). Chaos in the classroom is an inevitable event that may occur anytime, regardless whether an observation is going on or not.

Classroom performance is definitely affected when classroom observations is going on. Teachers and students provide different results when it comes to observation of classroom performance. Different methods show promising results and effectiveness in different subjects (Bayucca, 2020; Francisco & Celon, 2020; Sebastian, 2020; Mobo, 2018). Also, preparation in the performance is crucial for teachers (Claud, 2020) and its contextualization is vital for a stronger academic platform (Jimenez, 2020b).

The purpose of this study is to assess the effects of classroom observation of parents to the performance of pupils. Based on the preliminary discussion, we see different perspectives of authors when it comes to the impact of class observation to the performance of students.

The result of this study will benefit the teachers, the students, the school administrators, and parents in varied ways. At the same time this study will add up new information to the research community to explore.

Methods

Research Design

The descriptive research method was utilized in this study. This method of research utilizes an organized form of scientific investigation to gather information about the learners' learning styles and level of academic performance in different subject areas. It is useful in obtaining the prevailing status or condition of the problem which were essential in understanding the past and the future in teaching the pupils as well as on the contribution of their parents while observing them in school.

Respondents

There were thirty (30) learners and (30) parents from the Grade 4-6 pupils in Pandayan Elementary School. They were selected purpos-

ively to meet the researchers' objectives in obtaining the optimum result of the study as to how they effect on the academic performance of their children. The purposive sampling technique was utilized in getting the respondents in the study.

Instrument/s

A Research – made Test Assessment in all subjects for pre-test and post-test aligned with the given learning competencies in the K to 12 Curriculum Guide in Grades 4 -6 was designed and undergo a test of validity and reliability by peer-experts. After the validation from other Principals, the Division Research Chairperson has approved the instrument. The content validity was done through validation by peer-experts in the field. The researcher has carried out a dry run to recheck some questions that are too hard to be answered by the respondents. After a series of revision, the actual 20 – item Post-test and Pre-test questions was administered.

Data Collection Procedure

The researcher sought permission of the Division Research Chairperson to administer the questionnaires in the school. Soon after notifying the concerned teachers and pupils, the pupils were given questionnaires. The result was tallied, encoded and analysed immediately after retrieval. The researcher has retrieved all completed questionnaires through the assistance of the advisers. Data from the questionnaires were tallied, encoded and analysed.

Ethical Considerations

Utmost confidentiality of any given data from the pupil-respondents was held confidential to prevent untoward effects to them and their families. Likewise, all research procedures were duly permitted by the school management as well as the parents of the respondents.

Data Analysis

The data gathered for the study was tallied and computed using the Microsoft excel while the statistical treatment of the data was analyzed using the Statistical Packages for Social Science (SPSS). The following statistical measures were utilized in analyzing and interpreting the data.

Results and Discussion

1. Performance of Pupils before the Classroom Observation of Parents

A 20-item problem – solving in math involving fractions and decimals pre-test was administered by their subject teacher among the 30 pupils of grade 4 – 6. Their test scores in the said pre-test were revealed as follows.

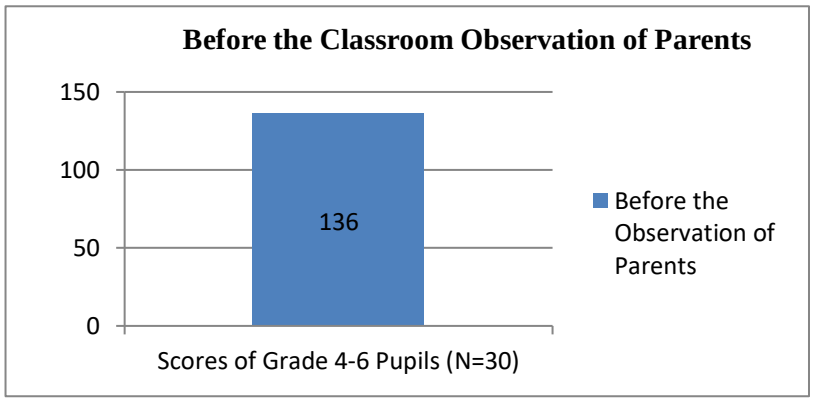

Figure 1. Pre-Test Scores of the Experimental Group

Figure 1 shows the total score of the 30 pupils in the pre-test before the classroom observation of parents. As seen, the total score garnered by the students was 136. This is way too low based on a possible 600 score. In general, the performance is quite poor.

2. *Performance of Pupils after the Classroom Observation of Parents*

Meanwhile, the following data has revealed the total scores of the respondent pupils on the 20-item problem – solving in math involving fractions and decimals post-test administered by their subject teacher. Their test scores in the said post-test were revealed as follows.

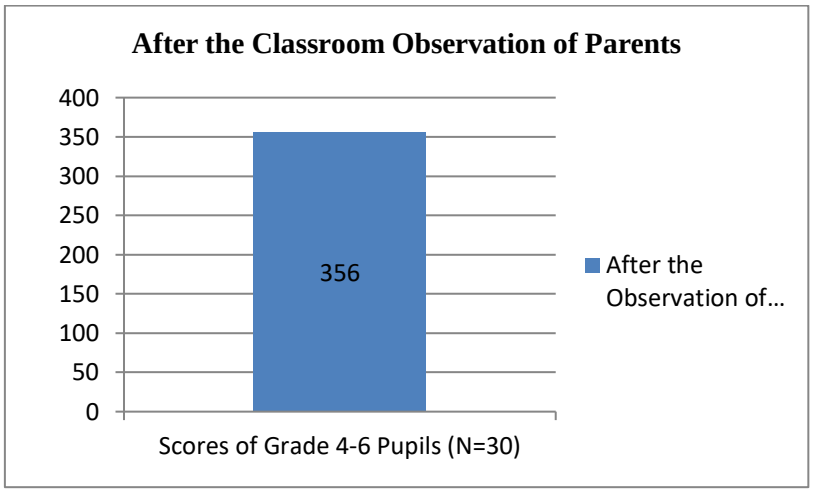

Figure 2. Post-Test Scores of the Experimental Group

Figure 2 shows the total score of the 30 pupils in the post-test after the classroom observation of parents. As seen, the total score garnered by the students was 356. This result is better than from the previous pre-test. It only means that students have significant improvement in their test scores when they are being observed by their parents.

3. *Significant Difference on the Performance of Pupils Before and After the Classroom Observation of Parents*

Figure 3 shows that the post-test scores have increased after the classroom observation of parents. The pre-test score has 136 while the post-test gives a decent score of 356. The figure also showed the drastic difference before and after the parent observation scheme from the experimental group.

Meanwhile, the F-test two dependent sample for variances statistical method was used again which decently infer that the two individual groups were still normal wherein the computed p-value 0.04 still less than the F-critical value at 0.50.

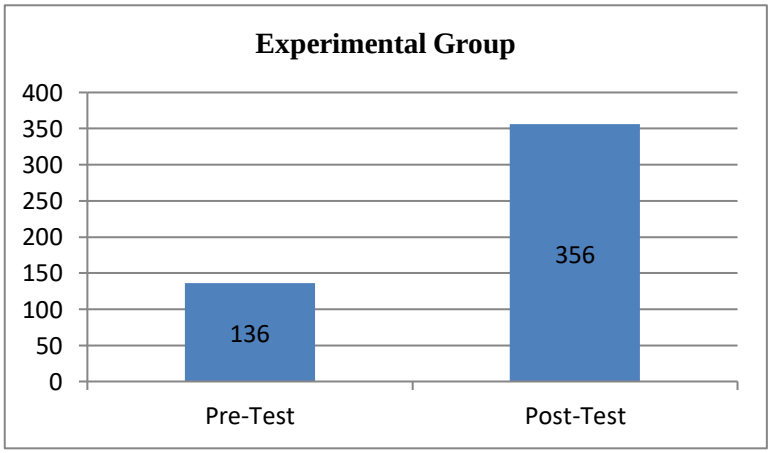

Figure 3. The Pre-Test and Post-Test Scores of the Experimental Group

Table 1. Descriptive Analysis of the Results of the Pre-Test and Post-Test Scores

Pre-test		*Post test*	
Mean	4.533333333	Mean	11.86666667
Standard Error	0.184037311	Standard Error	0.2658032
Median	5	Median	12
Mode	5	Mode	12
Standard Deviation	1.008013866	Standard Deviation	1.455864084
Sample Variance	1.016091954	Sample Variance	2.11954023
Kurtosis	0.041563441	Kurtosis	-0.322818518
Skewness	-0.421957853	Skewness	0.534687262
Range	4	Range	5
Minimum	2	Minimum	10
Maximum	6	Maximum	15
Sum	136	Sum	356
Count	30	Count	30
Confidence Level(95.0%)	0.376398563	Confidence Level(95.0%)	0.543628583

Table 1 shows the descriptive analysis of both the results of scores of the respondent pupils in the pre-test and post-test. The pre-test score has 136 while the post-test gives a decent score of 356. Further, the table also shows the results from the administered pre-test and post-test have means of 4.53 and 11.87, respectively, while having standard deviation among the respondents' scores of 1.01 and 1.46. The range was almost identical at 4 and 5 while the frequently recurring scores were 5 and 12.

The results implied that with the same number of respondents from the same group of learners who were observed by their parents, all of their academic performances in the Mathematics subject have improved at a significant level.

The results supplement the fact that parents' presence in the classroom can boost achievement of their children [1] wherein monitoring the progress of their kids can guarantee that their child will strive to make the best of him/her.

Table 2. Results of the t-Test: Paired Two Sample for Means

t-Test: Paired Two Sample for Means		
	Pre-test	*Post test*
Mean	4.533333333	11.86666667
Variance	1.016091954	2.11954023
Observations	30	30
Pearson Correlation	0.449578259	
Hypothesized Mean Difference	0	
df	29	
t Stat	-29.80527521	
P(T<=t) one-tail	1.31968E-23	
t Critical one-tail	1.699127027	
P(T<=t) two-tail	2.63936E-23	
t Critical two-tail	2.045229642	

Table 2 presents the result of the t-test for paired two sample for means at 0.05 level of significance statistical analysis showed that P(T <= t) two tail (2.639) gives the probability that the absolute value of the t-Statistic (29.805) would be observed that is larger in absolute value than the Critical t value (2.045) at 0.05 level of significance. Hence, the Decision Rule is to Reject the Null hypothesis. This implies that the classroom observation of parents has significant effect on the academic performance of pupils in Mathematics.

The results strengthen the significance of successful parent-child classroom observation which is believed to be a powerful tool in building strong schools (Battle, 2016). The curiosity of the researcher in finding out if there is a significant effect between classroom observation of parents and pupils' performance was answered.

Conclusion

After a thorough scrutiny of the findings of the study, the conclusions are hereby made.

1. The average scores of pupils in Mathematics before the classroom observation of parents was 4.55 out of the 20 – Item Test. Their mean score fell below the 25th percentile of the test. This reflects a poor performance on the part of the learners in the subject.
2. The average scores of pupils in Mathematics after the classroom observation of parents was 11.93 out of the 20 – Item Test. Their mean score has now increased above the 50th percentile of the test. This reflects a better performance on the part of the learners in the subject when mobotheir parents/significant others observed them.
3. There is a significant difference on the academic performance of pupils in Mathematics before and after classroom observation of parents. The said process shows positive effect on the academic performance of the pupils while being observed in their Mathematics classes.

In light with the findings drawn from the study, the following recommendations were hereby realized:

1. Classroom observation of parents is hereby recommended.
2. Engage all our stakeholders in the school's programs and activities.
3. Empower parent community by giving them the opportunity to understand their child's learning environment.
4. Build trust between parents and teachers by making parents see the actual classroom scenario.

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